The Journal of the National Education Association
November 1971

TODAY'S EDUCATION

It's hard to categorize a man like Andy Wims. His official title at GM's Research Laboratories in Warren, Michigan, is Senior Research Chemist with supervisory responsibilities for Organic Analysis and Polymer Characterization.

That mouthful aside, Andy's a brilliant young scientist who's just designed a new device that will use lasers and computers to improve production techniques. He and his group are currently studying a more efficient method of painting that will further reduce waste and in-plant paint spray pollution. What it means in practical terms is better production techniques for GM and better products for you.

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TODAY'S EDUCATION

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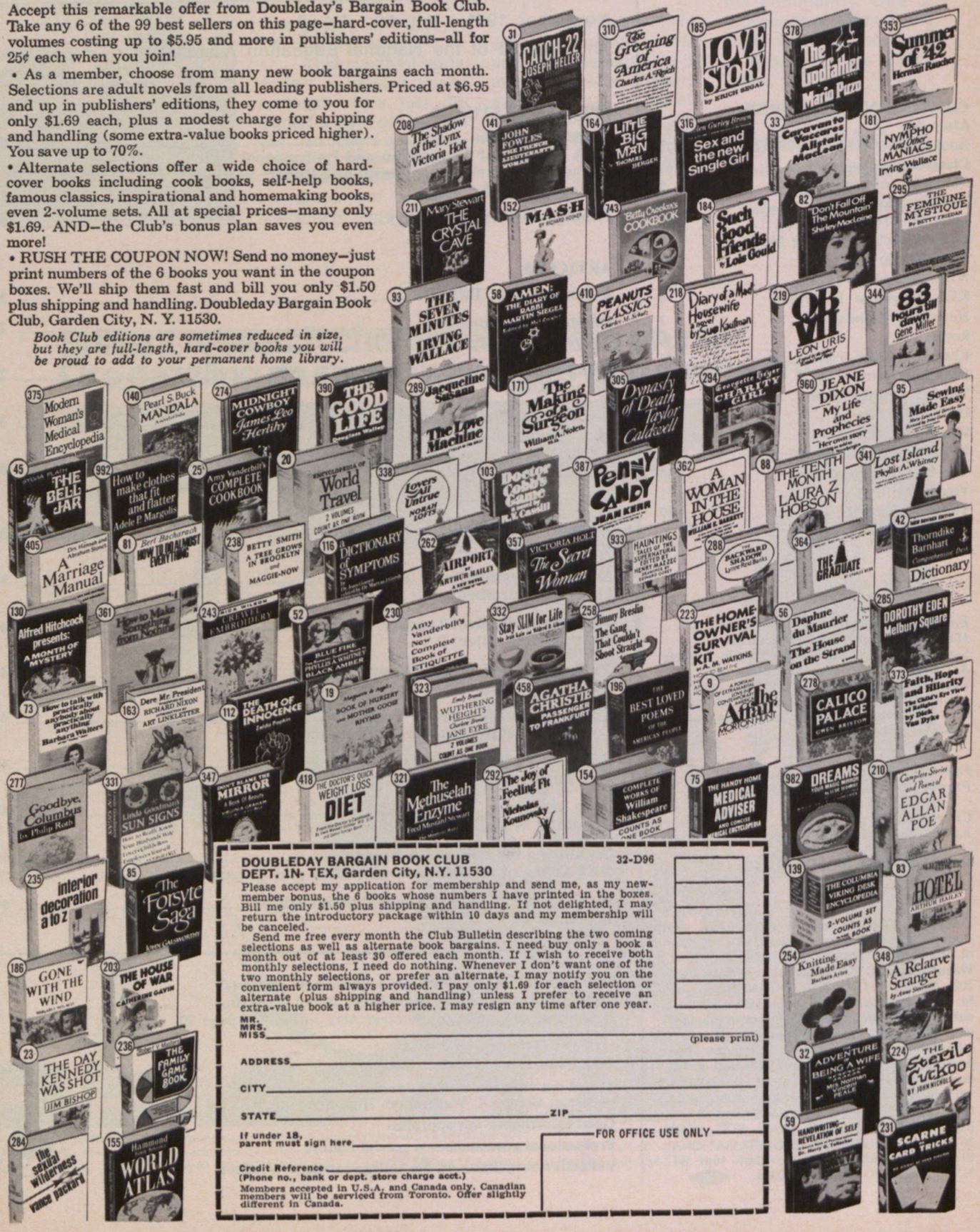
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NEWS AND TRENDS

NEA President Urges Better Use of Teachers

NEA President Donald Morrison has declared it imperative that school boards make better use of the present abundant supply of qualified teachers for vastly improving the quality of education. Morrison's comments were in reaction to the NEA Research Division's preliminary report, Teacher Supply and Demand in Public Elementary and Secondary Schools, Fall 1971. The report revealed that there are only 19,000 additional teaching positions in public schools this year compared with 36,000 additional positions in 1970 and 78,000 in 1969. This year's increase is the lowest figure in 20 years. At the same time, the 1971 graduating class of beginning teachers was the largest in history, with 229,100 applying for the 125,300 jobs open to beginning teachers.

School boards must act, President Morrison said, to prevent and reduce overcrowded classrooms, provide for the critical needs of urban children, make kindergarten programs universal, improve special education, raise the quality of education for the disadvantaged, provide special programs for dropouts, upgrade adult education, expand regular school programs and services, individualize instruction and curriculum, and improve general education.

"There would be no problem," Mr. Morrison said, "if we would upgrade our schools to meet twentieth century needs and fully utilize the highly professional talent now available."

School Financing System Discriminates, Court Rules

The California Supreme Court has ruled that its state's present system of financing the public schools violates both the U.S. and the state constitutions because it allows unequal support in different school districts, thus violating the rights of children to equal protection of the laws. The California decision, which could have far-reaching effects on school support throughout the nation, says, in effect, that the quality of education a child gets cannot be dependent on whether he lives in a rich or poor community.

NEA applauded the decision and urged California's legislature to enact a tax reform program that will benefit all children attending schools in the state. NEA has long been in pursuit of tax systems that are proportionate to the ability of taxpayers to pay without undue hardships on any one group, the Association said, adding that "no single tax source should bear a disproportionate share."

Gallup Survey Reveals Opinions on Schools

The biggest problems of the public schools involve finance, integration/desegregation, discipline, facilities, and drugs, a cross section of the American people said in a recent survey. The same survey, made by Gallup International for CFK Ltd., and published in the September 1971 Phi Delta Kappan, showed that the public considers the best things about the schools to be the teachers and the curriculum.

According to the survey, parents of public and parochial schoolchildren would not want to cut the number of teachers

or teachers' salaries if their public schools had to reduce costs. Also when children do poorly in school, these parents were more likely to place the chief blame on the home rather than on the children themselves, the school, or the teachers.

College Offers Major in Peace

Manhattan College in the Bronx, New York, is now offering an undergraduate degree in peace. The program is designed for students "interested in problems of peaceful resolution of conflict and stability in community and world affairs."

Social Security Numbers Urged for Ninth Graders

A Social Security Administration task force has recommended that ninth graders throughout the nation be assigned social security numbers (SSN's). The nation would "gain a great deal from the fuller exploitation of the SSN as a mechanism for the efficient and economical collection of personal data," the group said.

The task force reported that some school systems are eager for early enumeration for students in elementary school and that Florida already has a statewide SSN record-keeping system for high school students.

Survey Reports Violence in Children's TV

A survey commissioned by a group called Action for Children's Television has found violence in 71 percent of children's television stories. The survey also showed very little diversity among the shows and revealed that commercials occur at an average rate of one every 2.8 minutes.

Another study of television offerings for children in 16 countries (made by the National Citizens Committee for Broadcasting) has discovered that only in America are more commercials allowed on children's TV programs than on adult evening programs. The study also revealed that American network programs for children have a low level of informational content compared with those in other countries.

NBC-TV has announced plans for a new series of daily half-hour children's shows with only two breaks for commercials. NBC officials said the shows—scheduled to begin in February 1972—will be aimed at children three to six and will present a balanced format of educational and entertainment material.

Over Five Million Take Correspondence Courses

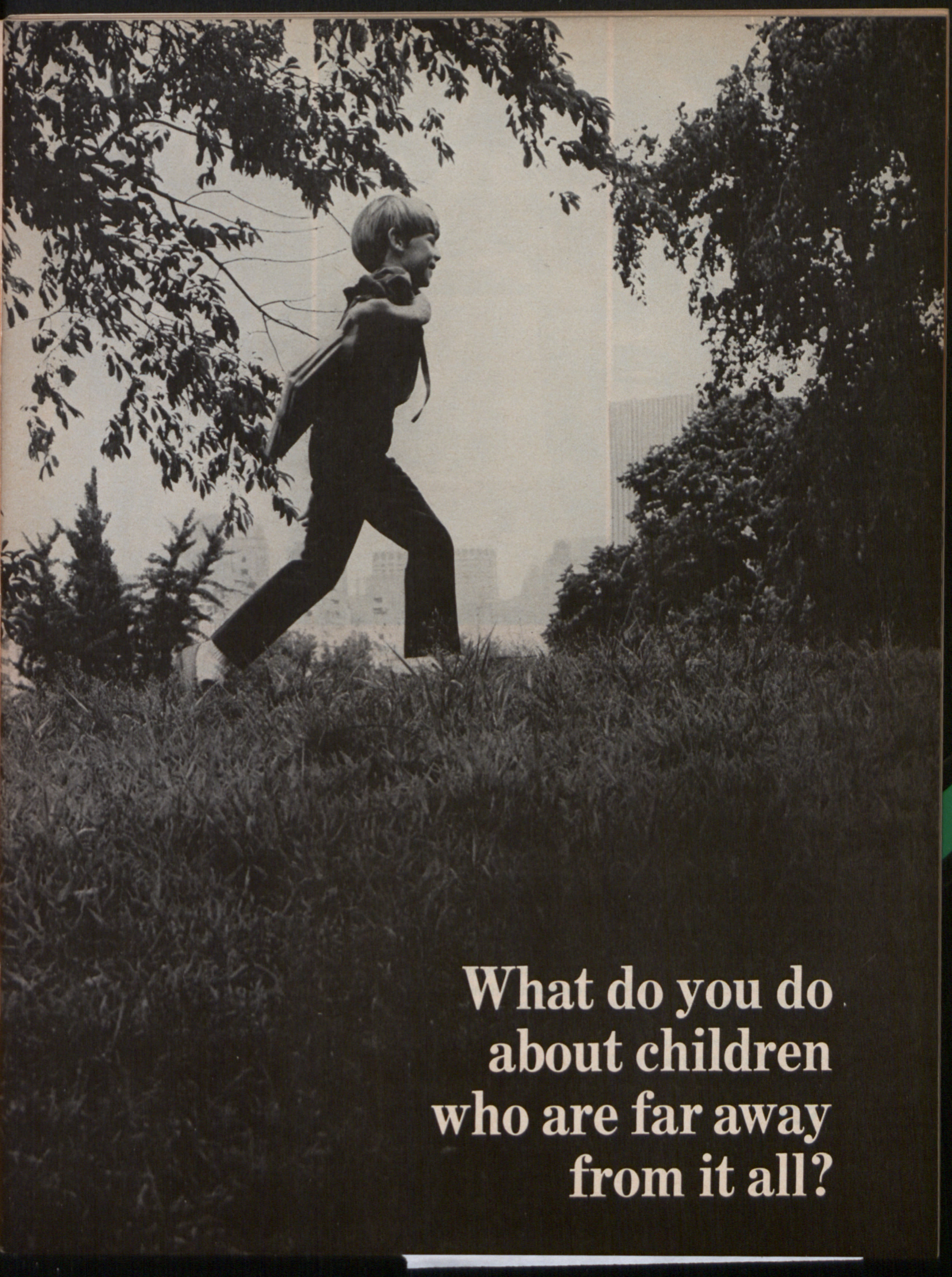
The National Home Study Council says that some five million persons were enrolled in programs of home study last year. About 1.8 million were taking courses offered by private home study institutions; 2.2 million, courses from armed forces or other federal schools; and the remainder, courses sponsored by colleges and universities, religious organizations, or business and industry.

IRS Allows Tax Break for Mobile Teachers

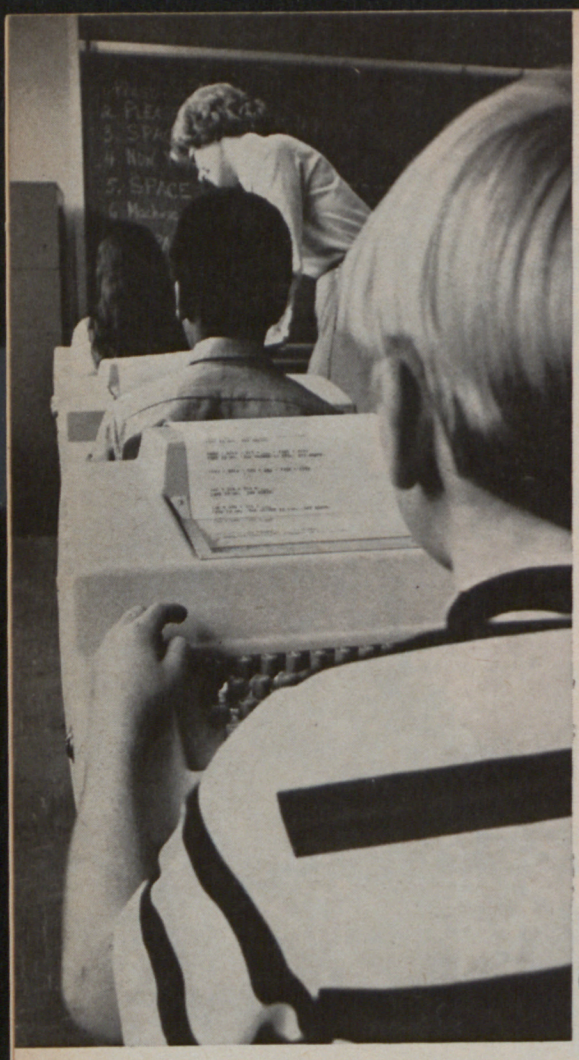
A teacher who has to take further training to qualify for certification in a new state may deduct the cost of such training when filing federal income tax forms, the Internal Revenue Service has ruled (Rev. Rulings 71-58, IRB 1971-6), provided that the teacher had qualified for a permanent teaching certificate in the state from which he moved.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter, sent to every NEA member.



What do you do about children who are far away from it all?



Students in the metropolitan cities can be as far away from it all as rural youngsters. It happens every time some of education's best advantages pass them by.

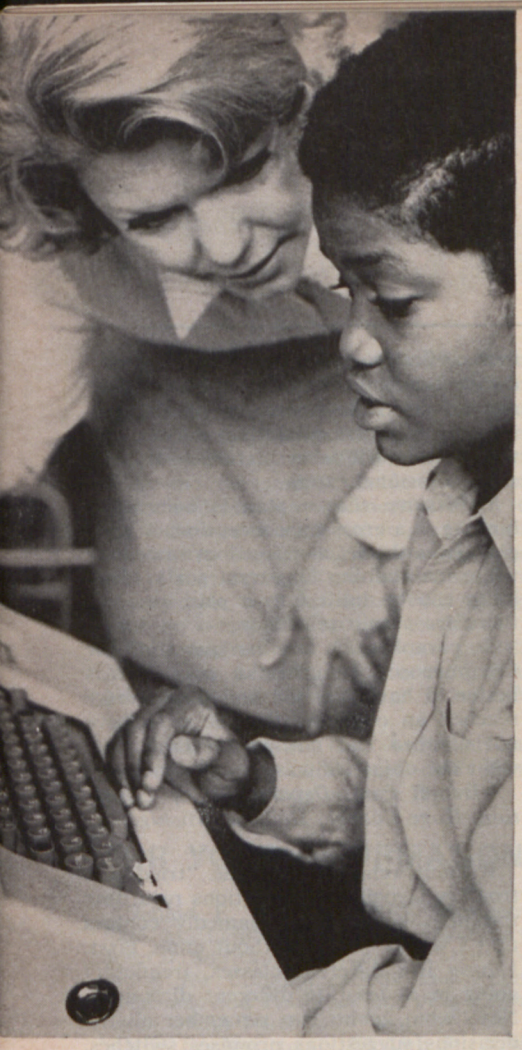
Today, small communities like Medicine Bow, Wyoming (population 392), as well as big-city systems, like New York City (population 7,867,760), are making use of the nationwide telephone network to give young pupils rich—and occasionally unique—learning experiences.

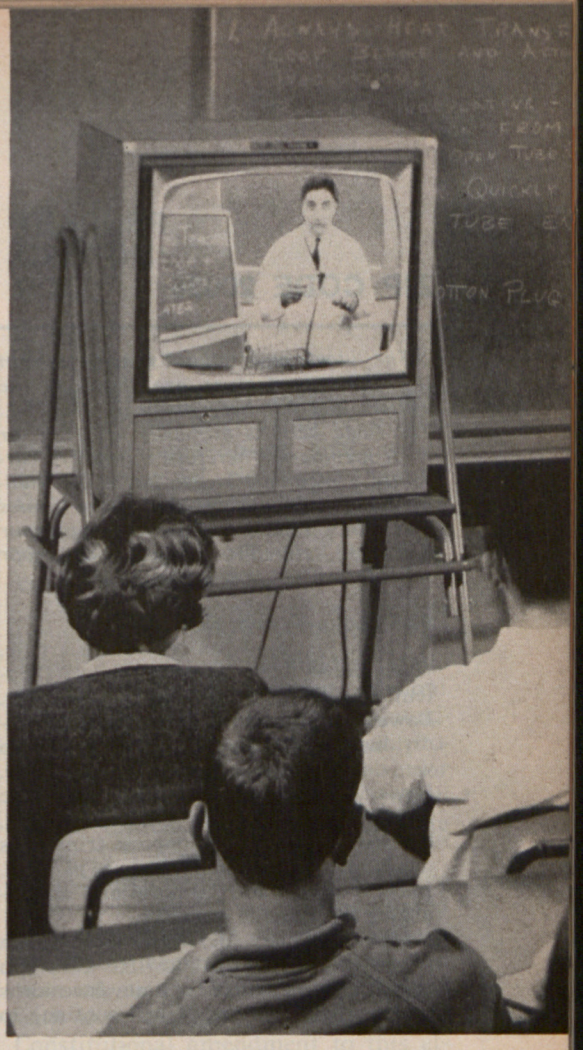
This network, for example, recently gave music students in Medicine Bow, Wyoming, a chance to visit with Leonard Bernstein. The science students learned about some of space travel's complex elements from a NASA official in Houston. It was a system of Tele-Lecture combined with telewriting that gave Medicine Bow's pupils the chance to reach out beyond Wyoming to the whole country.

Tele-Lecture, telewriting, and remote computer access is available to today's students over Bell System's nationwide communications network.

For example: In New York City, more than 2000 elementary school pupils, using Touch-Tone® phones in their homes, are reinforcing math skills by 'talking' with a computer.

The pupil hears the computer say, "What is four plus four?" He responds to the computer by pressing the buttons on his Touch-Tone phone. If he presses the right buttons, another problem will follow. If he is wrong, the question is repeated and if he is wrong again, the computer gives the correct answer and presents a different problem. The pupil's progress is recorded and future drills are structured to the student's achievement level.





Computer math programs are coming to rural children as well. First-through-eighth graders in several schools in eastern Kentucky are now learning math with the help of a computer-assisted instruction program that comes from Stanford University in Palo Alto, California, via the telephone network.

Edwin R. Jones, Director, Eastern Kentucky Educational Development Corporation, describes his thinking about computer-assisted instruction:

"What catches my mind and imagination about CAI is the fact that today, for the very first time in the history of education, we can actually provide individualized instruction for a whole classroom of students. Not only is the instruction process individualized, it's programmed so that those responsible for student learning know exactly how the pupil is interacting and progressing with the material. For years and years we've talked about individualized instruction for the student. Now it's a fact in some of our schools. I hope it will some day be a fact in all of our schools."

Delaware is one of several states that have developed a communications system that provides urban and rural students educational advantages. A statewide multichannel closed-circuit TV system serves Delaware schools with a total enrollment of 105,000 pupils. Programs are designed to enrich the educational process and are transmitted throughout the state over a network especially designed by Bell System engineers.

The American Telephone and Telegraph Company and your local Bell Company are continually working to improve educational communications.

Today, regardless of location, it's no longer necessary for any student to be far away from it all.

ZIP CODE 20036

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Plan Books—Yes or No?

I have just read Robert Dawe's article, "Plan Books Are a Waste of Time!" (September). From this article, I see Mr. Dawe as an insecure or incompetent individual. Just where or what in life do we do without planning? Unless Mr. Dawe is a man of unlimited means, he has to *plan* a budget. If he is married, his wife *plans* her shopping trips. His meals just don't happen; they are *planned*. Even industry and corporations are realizing the value of *planning*.

Just why does Mr. Dawe find lesson plans such a threat to him? His ability to adjust and capitalize on innovative ideas must be sadly lacking. I will continue to request my faculty to make and turn in lesson plans.

—John C. Heying, *principal, Amana Community High School, Middle, Iowa.*

I couldn't agree more with Robert Dawe! Teachers need to plan, but flexibility is of the essence, and plan books do not lend themselves to this. I found the best use of the plan book to be that of diary—a fairly thorough report of the day, including pitfalls, spectacular successes, and comments on my own and the children's behavior. Brainstorming with Mr. Dawe would be a better use of my professional time than filling in a plan book for the perusal of an administrator who ought to have better things to do.

—Barbara K. Waters, *former first grade teacher, Swanton, Vermont.*

As a classroom teacher—a teacher of prospective teachers—I have to take exception to Mr. Dawe's article. If one considers obtaining specific objectives either cognitive or behavioral as at least a part of good teaching, there is much research to show that planned procedures are more effective than haphazard procedures. Teaching should be both a science and an art. Unless teachers plan, teaching can never be more than an art, and therefore it will never mature to its fullest professional extent.

To assume that a plan is completely binding is a gross misconception. A good plan gives the teacher freedom to deviate while maintaining long-term goals. Flexibility can be built into a plan and can therefore permit relevancy.

To paraphrase a familiar quotation for the purpose of making a point: It is better to have planned and not to have reached an objective than it is to have not planned and not have even known what the objective was.

—Daniel Paul, *Department of Education, Hope College, Holland, Michigan.*

Without rehashing all the "tried and true" pedagogical prescriptions regarding the plan book, I unashamedly confess that I would be lost without mine. First, I have five different classes, frequently going in at least 16 different directions. Now, what genius can remember all the decisions, suggestions, promises, switches, tests, and other activities, even assignments, without jotting them down somewhere?

—Solomon L. Gluck, *English teacher, Croton-Harmon High School, Croton-on-Hudson, New York.*

◆ *Mr. Dawe's article prompted so many letters that the December* Journal *will carry additional responses.*

Classroom Home

Thanks for "A Happy Classroom Home" (September). I am starting a co-op form of teaching this fall. Even though it's at seventh grade level, I gained a great deal from the Wintertons' article. I strongly feel that the classroom appearance can help (or hinder) the learning process. This article supports my belief.

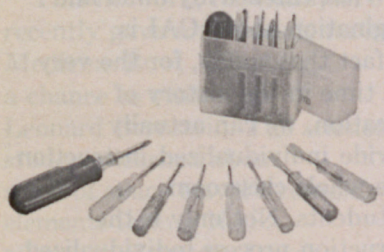
—Mary Lee Kellner, *seventh grade English teacher, North Junior High School, Watertown, New York.*

Love Project

I have just read "Love Project" (September) and your comments in "After All," which express some lack of information about teachers' success in raising the aspirations or the morale of boys and girls. Either you don't get around to schools very often or else teachers don't write you. I know of innumerable teachers who raise aspiration and influence students to achieve.

I have been teaching for 17 years, and my experience has run the gamut from

The best way to raise money! Sell Toolmate



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Freight is pre-paid to you. These charges are added to your bill and you are given extra Free merchandise. The sale of these items pays the freight charges.

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city slum school to the ultrasophisticated rich suburban school, from the all-black school to the average middle-class school. In all of my experience, I have been sure that my efforts have helped many students overcome personality problems, frustrations, and various weaknesses. Many of my former students write to me from the universities they attend and the war areas where they serve. Often former students come to me with problems, even though I am no longer their current teacher.

The children I've taught are all the same, poor or rich, black or white. All have problems, for each one is an individual, a special person.

I think the answer is to care about and understand every child. But I don't think

(*Continued on page* 12)

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

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American Education Week—October 22-28, 1972. Theme: Make Education Top Priority.

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NEA officers and headquarters staff: *NEA Handbook*. pages 10, 382-384.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, pages 109-161.

NEA departments, national affiliates, and associated organizations: *Handbook*, pages 163-189.

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World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 365.

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TEACHER OPINION POLL

Equal Rights for Women

The vast majority of the nation's public school teachers favor a Constitutional amendment that would guarantee equal rights for women. Over half *strongly* favor such an amendment, and an additional 3 in 10 *tend* to favor it. Fewer than 10 percent are opposed.

These are findings of a Teacher Opinion Poll which in spring 1971 asked a nationwide sample of classroom teachers the following question:

"Do you favor or oppose an amendment to the federal Constitution providing that equality of rights under law shall not be denied or abridged by the United States or by any state on account of sex?"

Responses show a higher percentage of women than of men (85 compared with 80 percent) in favor and also a noticeably larger proportion of women than of men (56 percent compared with 46 percent) who *strongly* favor a Constitutional amendment to this effect.

	Total	Men	Women
Strongly favor	52.5%	46.0%	56.4%
Tend to favor	30.5	33.8	28.5
Tend to oppose	6.2	7.6	5.4
Strongly oppose	3.3	5.5	2.0
No opinion	7.5	7.1	7.7

Regional analysis of responses reveals that more teachers in the Northeast (87 percent) and the Middle section of the country (85 percent) than in the Southeast or West (80 percent each) favor an equal rights amendment. The Northeast stands out from other regions of the country in having a particularly large percentage (61 percent) who *strongly* favor such an amendment.

	North-east	South-east	Middle	West
Strongly favor	61.4%	46.3%	52.9%	49.1%
Tend to favor	25.1	33.7	31.8	30.9
Tend to oppose	5.7	5.6	5.9	7.7
Strongly oppose	3.0	4.1	2.8	3.7
No opinion	4.9	10.3	6.7	8.6

Proportions of urban, suburban, and rural teachers in favor of an equal rights amendment are generally similar. However, larger percentages of urban and suburban teachers *strongly* favor such an amendment, while more rural schoolteachers say they *tend* to favor it.

—NEA Research Division.

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summer up at the lake Cinzano on the Via Veneto?

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ZIP . . . (*Continued from page 9*)

you should feel that caring and inspiring is unusual for a teacher to do because isn't that what teaching is all about?

—Virginia Herschede, *fifth grade teacher, C. P. Smith School, Burlington, Vermont.*

♦ Journal *editors* do *get around to schools, and teachers* do *write us. Very seldom, however, do we receive an article like "Love Project" that is full of specific classroom-tested ideas for "raising the aspirations or the morale" of students.*

Parochiaid Controversy

I wish to comment on the article "The Parochiaid Decision" (September). I have been teaching in a public secondary school for 10 years and am fully aware of the valuable contributions which the public school system has made to American society. However, I received all my elementary and secondary education in parochial schools and my college education in Catholic, Methodist, and Baptist colleges and universities. Therefore, I am also aware of the valuable contributions which the parochial school system has made to American society.

One paragraph in the article was most revealing to me: "In the Rhode Island case, there has been a trial in which considerable evidence was introduced showing the educational philosophy and operation of parochial schools. On the basis of this evidence, separation of the secular from the sectarian was held to be impossible."

Does the Court suggest that the opposite is true—that sectarianism is "infused" into secular subjects? Is there a Catholic alphabet or style of shorthand? Is it possible to teach Catholic calculus? How about Newton's laws—Catholic version? Is French taught with a Catholic accent? If the answers to these are Yes, then I have been the unwitting victim of a colossal hoax.

Furthermore—are you ready for the ultimate paradox? With absolute ignorance of the fact and acting in good faith, I've been teaching for the past 10 years what was once taught to me: Catholic chemistry!

—Lawrence W. Grieco, *chemistry teacher, Muncy (Pennsylvania) High School.*

Teacher feature.

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Opinions Differ

The level of your magazine does not even approach the intelligence of a seven-year-old child. At best it is worthless, but it rarely even attains that level. Take me off your mailing list.

—J. Kramer, *Watertown, Massachusetts.*

The September 1971 issue of *Today's Education* was an excellent issue—another great reason to belong to NEA.

—Bob Pratt, *English and speech teacher, Righetti High School, Santa Maria, California.*

Votes for the 18-Year-Olds

The caption, "We Won," on the cover of the September issue is misleading. For every 18, 19, and 20-year-old who gained the right to vote, approximately four other Americans were denied their right to be heard. Almost 90 percent of the elections held in the various states for the purpose of extending the franchise to those below 21 have been met with resounding "no" votes. Despite this, Congress and the various state legislatures saw fit to ignore the people and pass this amendment. Is this representative government?

—Ronald C. Lucas, *department head, physical education, Hickory Junior High School, Warren, Michigan.*

Life Membership Award Memorial

Since 1953, as a memorial to my late mother, Mrs. Leah Sykes Young, the initial payment on an NEA life membership has been made to a member of the graduating class of the Virginia State College, Petersburg. The recipient, chosen by the faculty members, agrees to finish payment of the life membership dues.

My brothers and sisters and I recently formed a family corporation which in the future will administer this award in

(*Continued on page 16*)

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- What Is A Boy? —Arthur Godfrey
- The Lollipop Tree —Burl Ives
- Do-Re-Mi —Mitch Miller
- I'm A Little Teapot —The Merry Mailman
- Johnny Freedom ("Freedomland") —Johnny Horton
- The Pledge Of Allegiance —Red Skelton
- Whatever Will Be, Will Be (Que Sera, Sera) —Doris Day
- London Bridge —Gene Kelly
- Peter Cottontail —Gene Autry
- The Children's Marching Song (Nick Nack Paddy Whack) —Mitch Miller
- The Teddy Bears' Picnic —Rosemary Clooney
- Ballad Of Davy Crockett —Fess Parker
- Captain Kangaroo March —Captain Kangaroo
- That Big Rock Candy Mountain —The New Christy Minstrels
- Mockin' Bird Hill —Patti Page
- Chim, Chim Cher-ee —The New Christy Minstrels
- Zip-A-Dee-Doo-Dah —Doris Day
- A Riddle-A-Diddle —Captain Kangaroo
- Rudolph, The Red-Nosed Reindeer —Gene Autry
- March Of The Toys —Andre Kostelanetz
- What Is A Girl? —Arthur Godfrey
- Shake Me I Rattle (Squeeze Me I Cry) —Marion Worth

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Your children will thrill to Burl Ives singing "The Lollipop Tree," and "The Little Engine That Could." The New Christy Minstrels singing "Chim, Chim Cher-ee" and "The Big Rock Candy Mountain."

There is everything from "The March Of The Toys," and Tchaikovsky's "Nutcracker Ballet" (conducted by Andre Kostelanetz) . . . to "The Children's Marching Song" and "Do-Re-Mi" with Mitch Miller leading all the sing-along fun.

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Who Was Who in American Education

In letters below, you'll find the surnames of 30 men and women who were prominent in the history of American education. (None of them is now living.) See how many of the surnames you can identify from the clues at the right.

W I N S H I P A B J P E A B O D Y L C D
E O G A L L A U D E T B D L L Y O N C Z
B B N F A D R Z C F E N A D F Z W E S Q
S D U S H A N E Q F P O I E X V X T J W
T D O D C G R A K E B E R Y W F V I K M
E F Y W H X E A P R M S G B I D L B A P
R X D B A U D W M S A B H H C E N N K D
V A L E N T I N E O B P I F K A N I J T
J A M E S R A W C N G Z O B E G H Y R S
O F E C C F D B O P P Q B A R Q C E D I
R X S H G F D H A L E Y B R S E B L F O
T D A E R U D G O B B D S A H A D R T B
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E E U E C Z R F A B Y T E R M A N B E D
R N F T X T B W E B X E D G D G E B N R
T B F T U S E F D Y A L E J E G C U H A
B S S T E G Y W J A D G W C F C E C O N
A F O U V A W D C A R V E R R I P S L R
R C A W I L L A R D A F Y D C F E R M A
C A R T E R I C H A R D S R A G A H E B

Circle the names as you find them—they'll read forward, backward, up, down, or diagonally. You won't use all the letters, but you will use some letters more than once.

When you've given up on the clues, see page 76 for the complete names of the educators.

1. First classroom teacher-president of NEA.
2. First U.S. Commissioner of Education.
3. In her famous family, everyone did his own thing; hers was education for women.
4. Founder of first public school kindergarten, in St. Louis.
5. His legislation paved the way for Horace Mann's work in Massachusetts.
6. His research at Tuskegee was important for U.S. agriculture.
7. He was NEA secretary in the 1920's and early 30's.
8. Historian of public education in the United States.
9. He is called the father of progressive education.
10. As he saw it, black education should produce a black intelligentsia.
11. This NEA president's name is synonymous with academic freedom.
12. An educator of the deaf.
13. With #25, this Massachusetts man was a founder in 1857 of the National Teachers' Association.
14. From Chicago, she battled at many an NEA convention on behalf of classroom teachers.
15. A psychologist and a founder of *pragmatism*.
16. He preferred to be remembered not as a U.S. president but as the author of two documents and the founder of a university, "and not a word more" did he include in his epitaph.
17. They said she was crazy when she founded a school to give college-level instruction to women.
18. Another father—no, let's say he was Mr. Public Education.
19. This college professor's books sold over 120 million copies. Top that, Erich Segal!
20. An early proponent of learning by doing.
21. Her Boston kindergarten wasn't quite an American first, but it was the first conducted in English.
22. First president of the National Teachers' Association (1858).
23. He would have to be the original Dr. IQ. (No, not the one on radio.)
24. Longtime executive secretary of the American Teachers Association.
25. This New Yorker was a founding father of NTA along with #13.
26. His books taught 19th-century Americans their history and spelling.
27. Think fast: Who was NTA president in 1866?
28. At Northwestern, they remember her as a pioneer educator of women; elsewhere, probably for another cause.
29. Editor, veteran "circuit rider" of education, an honorary NEA president.
30. Superintendent of schools in Chicago, first woman president of NEA (1911).

ZIP . . . (*Continued from page* 12)

honor of both parents. It will be known as the John P. and Leah Sykes Young NEA Life Membership Award. Our father was honored "Dad of Dads" for having sent 8 of his 14 children to attend Virginia State College. In 1953, our mother was the first and only black honored in the Old Dominion as "Virginia State Mother of the Year." Both were dedicated to Christianity, youth, and all humanity.

To date, 19 young men and women have accepted the award and assumed the responsibility of maintaining the NEA membership as a part of their professional obligations. Harry Herman Martin, an honor graduate in elementary education, received the 1971 Award.

—Josephine Ora Young, *home economics teacher, Catonsville Junior High School, Baltimore County (Maryland) Public Schools.*

Administrators as Classroom Substitutes

I agree with Dale Parnell ("A State Superintendent Teaches First Grade," October) that school administrators (from assistant principals to superintendents, from business managers to directors of personnel) should teach on a regular basis in order to renew their direct contact with students and the world of the classroom.

Not long ago I accepted an invitation to take both sections of a kindergarten for a day while the regular teacher was on professional leave. Although a male of almost 60 is not a common sight in a kindergarden, I welcomed this opportunity.

Since Apollo 14 had just splashed down, I took advantage of current events and launched each class on a moon trip. The rug became our spaceship; the rest of the classroom, the moon.

The five-year-old is a creative child—to him a blue carpet *is* a spaceship. But above all, the five-year-old (and every other student in our school as well) is a joy and challenge.

So live a little, administrator. Substitute in a classroom—any classroom.

—Richard N. Percy, *assistant superintendent for instruction, Mount Prospect (Illinois) School District 57.*

A Substitute Teacher's Challenge

Realizing that the "monumental" study, *Indicators of Quality* by Martin V. Olson, was only excerpted in your column ("Research Clues," September), I suppose I should not take umbrage at the publishing of some of the findings. But I do, and here's why:

How can Mr. Olson or anyone truly evaluate the performance of substitute teachers? The very nature of a substitute's duties would preclude such a study. I wonder if Mr. Olson's investigators, at some time during their impressive number of observations, ever experienced what a substitute frequently does: a locked desk drawer; no pencils or paper and perhaps not even a text; no lesson plan, or one so sketchy as to be practically worthless; and worst of all, a teacher who intentionally plans a day of busywork for a substitute in order not to interfere with a "cohesiv." unit or a philosophy of teaching.

I have faced up to these educational facts of life for 20 years, sometimes successfully, sometimes not.

I can accept (though painfully) being considered less efficient than a student teacher, but being considered inferior to a teacher's aide? Now really!

—Glenn L. Wilson, *substitute teacher, Allegheny Valley Schools, Springdale, Pennsylvania.*

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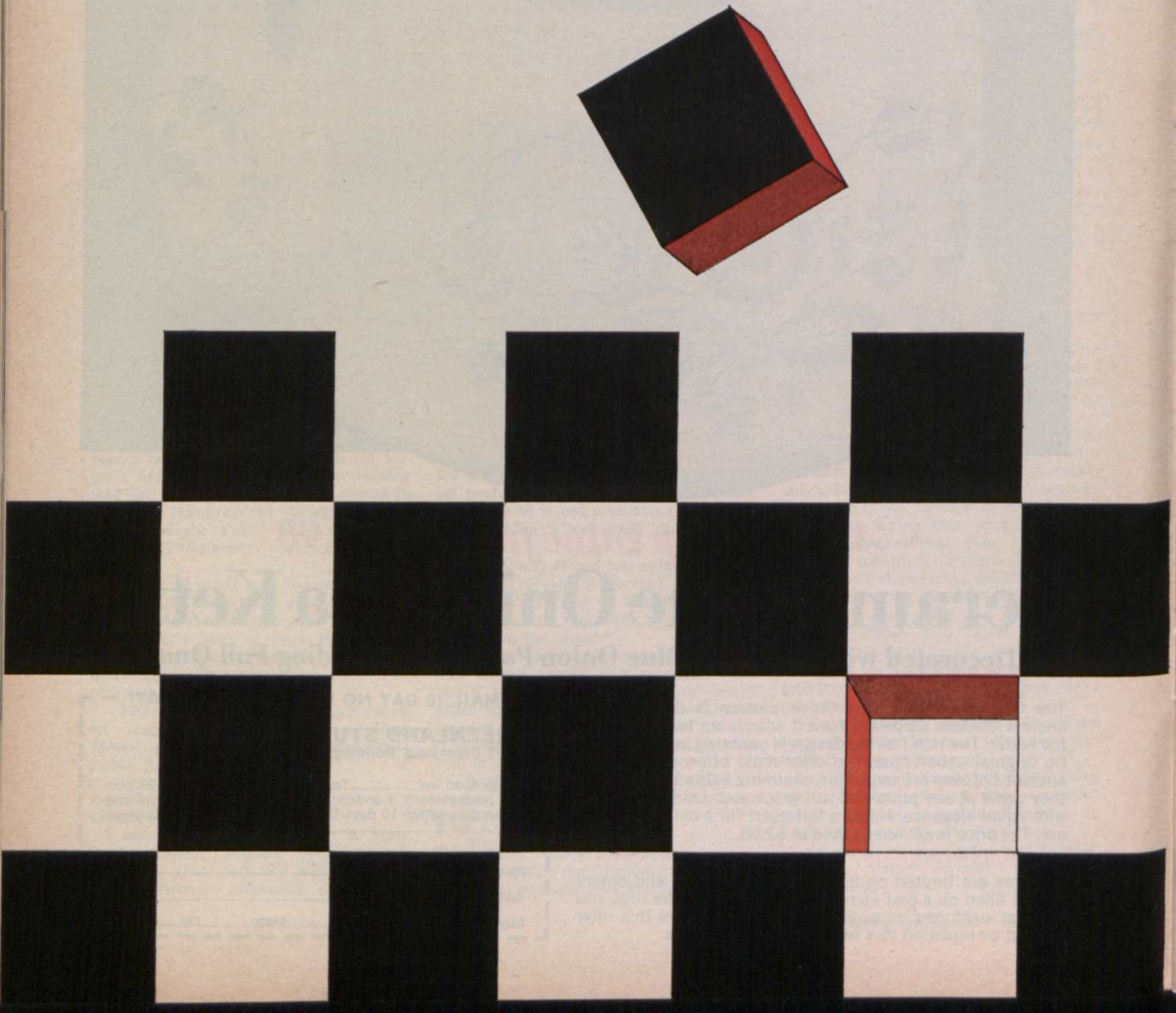

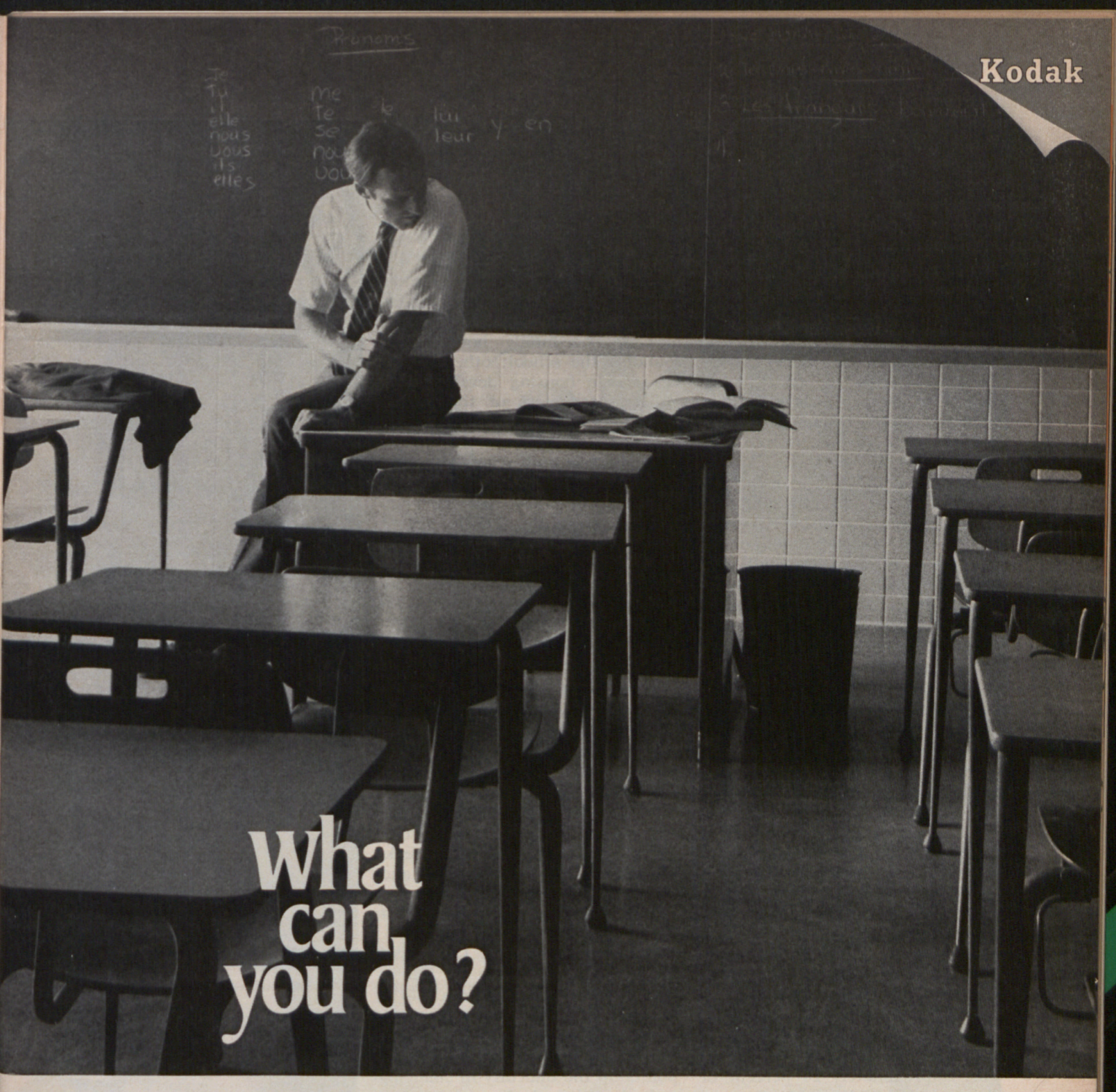

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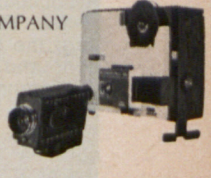

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Columbus Arts IMPACT

A Journal *editor visited Columbus, Ohio, to observe an innovative program in the arts. The following article reports her findings.*

□ **What happens to a school when** the arts become the core of its life? What happens when the primary focus of a school is on aesthetic and creative learning, with emphasis on the visual arts, music, dance, and drama?

Arts IMPACT (Interdisciplinary Model Programs in the Arts for Children and Teachers) in Columbus, Ohio, is trying to find out. Funded by the U.S. Office of Education, the two-year project hopes to discover if art educators are correct when they say that "a focus on aesthetic and affective development might well provide that humane quality so obviously missing now in American education."*

Beginning with the 1970-71 school year, two elementary schools in Columbus—Cranbrook and Eastgate—became the pilots for the city's project. Four other grade schools in Columbus joined the program in September of this year. However, since no additional funds are available, they are moving into the program slowly. "The real thrust," says Project Director Martin Russell, "is in the pilot schools."

Located near The Ohio State University in a suburban-type community, Cranbrook has about 540 pupils. Approximately 20 percent of these are the children of foreign and American families associated with the University. Eastgate, with about 350 students, has an almost totally black enrollment. The children come from a wide range of socioeconomic levels—some from middle-class, one-family houses surrounding the school; others, from low-income housing developments on the perimeters of the school attendance area.

Teachers in both schools had the chance to transfer out of the pilot schools to others in the Columbus system before the 1970-71 school year began, but none opted to leave. Most of them needed additional training and guidance in the arts because they had not had intensive study or a broad background in the visual arts, music, and drama, and none in the dance.

In the summer of 1970, the project sponsored a 10-day institute at The Ohio State University. Its purpose: to teach IMPACT teachers how to teach the arts, to allow them to express themselves creatively, and to foster favorable teacher attitudes toward the arts. Participants, who were paid $75 a week, spent six hours in each art area and 15 in one area of their choice—supposedly the one they were least familiar with.

Professors from the College of the Arts and the College of Education at the University conducted the workshop (and serve as consultants to the project). Mary Tolbert, professor of music education, points up the difficulty in changing attitudes toward the arts. "Most people place limitations on themselves: 'I'm tone deaf' or 'I can't sing.' Our job is to help teachers realize they must start with whatever talents they have and develop them from there. In the workshop, we honored their beginnings. Now, they're honoring their students' beginnings in the arts."

Evidently, honoring beginnings is a fine way to start. One teacher at Eastgate said of the workshop, "The professors accepted our ex-

*The project has the advice and support of the American Educational Theatre Association; the American Association for Health, Physical Education, and Recreation; the National Art Education Association; and the Music Educators National Conference (the last three are NEA affiliates).

Each of four other school systems in addition to Columbus received $200,000 IMPACT grants for two-year programs. They are Eugene, Oregon; Glendale, California; Philadelphia; and Troy, Alabama.

periments in the arts and identified higher goals for us to work toward. I came out of every single session feeling good even though I have no particular talent in any of the arts."

Last summer's institute, also held at Cranbrook School, lasted only seven days.

In addition to the summer seminars, Saturday meetings are held on the average of one a month to continue teacher in-service in the arts. In some sessions, teachers discuss aspects of the Arts IMPACT programs in their schools; in others, they're involved in experiences in the arts, such as studying architectural designs of local churches and attending concerts. Teachers are paid for attending Saturday sessions from project funds.

Another aspect of teacher in-service involves training in the use of various types of equipment—portable videotape units, Orff instruments (pitched percussion instruments for children designed by the German composer, Carl Orff), piano labs (portable eight-keyboard units with earphones for individual listening), tape recorders, filmstrip projectors, film projectors, and cameras. (Both schools have darkrooms, where children and teachers can print their own negatives.)

A key aspect of the program is the aesthetic team. Four master teachers in the arts—one each in music, the visual arts, drama, and the dance—serve as resource persons. They travel together as a team from school to school and work with students and teachers. Teachers get released time during the school day to meet with the team every three or four weeks for about a half an hour to plan and coordinate activities in the arts.

Aesthetic team members often teach demonstration classes for individual classroom teachers, gather resource material for schoolwide or individual classroom projects, and suggest ways teachers and students may work on projects individually or in groups.

What happened in the classrooms, in the halls, on the schoolgrounds when Arts IMPACT moved into Eastgate and Cranbrook? The children sang and danced and acted and constructed and wrote and composed and photographed and drew and observed. And they enjoyed themselves.

• *"Hop. Hop. Wait. Hop. Hop. Wait. Hop. Hop. Wait." The music resource teacher beats out the rhythm to "Musical Hopscotch" with her singsong directions and the clap of her hands. Pigtails and ribbons flouncing and bell bottoms bobbing, the third graders hop on one foot from square to square.*

"Now let's try it again. This time make up your own steps. Ready. Begin. Hop. Hop. Wait. Hop. Hop. . . ."

From this beginning, the resource teacher may introduce note reading. The basic rhythm in both activities is the same. And the classroom teacher, who's been observing the lesson and getting into the act from time to time, makes a mental note: The boys and girls who have difficulty hopping to the time of the music are also problem readers who need exercises and experiences in the dance to develop better motor coordination.

• *Out on the playfield in front of an entrance to the school, youngsters chatter over a visual arts project. They're all involved in paints and scissors and papers. Not an adult in sight.*

Suddenly the dismissal bell rings. One reminds the others, "Hey, let's move over a little bit. The kids will be coming out soon, and we don't want to be in their way."

• *The first graders visited the zoo.*

Several days later, the drama resource teacher capitalizes on their interest. "Let's get in a circle and pretend we're all animals in separate cages. What animal will you be?"

Giggling, one lively urchin points to the key hanging from a chain round his neck. "Hey, Miss Paisley, I can get out of my cage."

"OK," she laughs, "I'll let everyone out. Now, let's make one animal out of all of us—a snake."

The children link arms, forming a long snakelike line, which curls and twists, head meeting tail, then slithering under and over midsections.

When the snake tires, boys and girls become "the weirdest animal of all," a chuckle belly. One child lies on the floor and begins laughing, a second lays his head on the first's abdomen and joins in the laughter. As the chuckle belly gets larger and larger, the giggles fill the room.

"After all that exercise, I'll bet you animals are sleepy. Let's go back to our cages for a rest. I'll lock you in again."

• *Taking a voluntary break from class, a child goes into the hall to a music station and plays "Raindrops Keep Fallin' on My Head" on the xylophone. The strains fill the empty corridors.*

• *Today's Lesson: How To Tell Time.*

The first grade teacher takes her six-year-olds to the auditorium and places huge numbers in a circle to represent a clock. One child represents the big hand, another, the little. The hour hand stretches and moves slowly, the minute hand briskly.

The teacher picked up this idea from her experiences with the dance. She says, "I've always used drama or music or the visual arts in literature and in social studies. Now I'm using the arts—including the dance—in ways I hadn't thought of before."

The arts have entered the schoolhouse in novel ways in Columbus, and teachers and students have gone into the community to encounter the arts.

Bringing artists into the schools to give children and teachers an opportunity to associate on a day-to-day basis with creative people and their work is one unusual feature of the program. The National Endowment for the Arts, in cooperation with the Ohio Arts Council, provided funds last year for a dance teacher-in-residence, a dance company-in-residence, and a sculptor-in-residence.

For three weeks in the fall and two in the winter last school year, Virginia Tanner, director of creative dance at the University of Utah, Salt Lake City, worked at Eastgate and Cranbrook schools. Miss Tanner taught each class at least once during her five-week stay while classroom teachers observed her methods. She also took part in Saturday in-service workshops with teachers.

The Bella Lewitzky Dance Company, a West Coast modern dance troupe, was in residence for two weeks last January. Members of the troupe gave lecture-demonstrations at both schools and visited

each of the classrooms. Children and teachers went to their rehearsals, and many saw their public performance.

As a result of these intimate experiences with the dancers, youngsters adopted them as idols. One Cranbrook teacher remarked, "Usually the boys and girls discuss athletes. 'Who do you like best, Muhammad Ali or Joe Frazier?' But suddenly in our school, dancers are the heroes and heroines."

Last year the sculptor-in-residence, Tom Taylor, took both schools by storm. Garbed in fatigues and sporting long hair and a thick moustache, the easygoing young Ohio artist earned the admiration of many administrators and teachers, jarred a few others, and absolutely charmed the children.

Dubbed the "Pied Piper," Tom, as the children called him, worked with small groups, sometimes allowing them to watch him work or, more often, letting them lead him into some artistic exploration.

Taylor commented on his approach: "I don't force-feed the kids. I don't think you can force-feed culture or mathematics or anything else. I've had a nice kind of contact with the kids. When they're with me, I think they're more themselves than when they're with some teachers. Maybe that's being presumptuous, but the kids talk about everything from A to Z with me, things that I doubt they talk about with their teachers—perhaps because their teachers are preoccupied with textbooks and gradebooks and lesson plans."

This year the National Endowment for the Arts and the Ohio Arts Council are again providing the Columbus IMPACT schools with opportunities for close contact with professional artists. Shirley Ririe, master teacher of dance from the University of Utah, will be in residence at Cranbrook and Eastgate for two weeks in December. The Murray Lewis Dance Company will visit the schools for 10 days in February, and Jack Mann, a young Ohio sculptor and printmaker, will have studios in both schools during the 1971-72 school year.

Teachers and children have had many other short-term experiences with artists. Since the inception of the program, they have seen performances of the Everyman Players of Berea, Kentucky, in "The Tortoise and the Hare"; the Robin Hood Players, a children's theater group based in Chicago, in "Sequoya"; the Brass Ensemble and the String Ensemble of the Columbus Symphony Orchestra; and the Baroque Ensemble of The Ohio State University doing dances and songs in costume.

What has been the effect of Arts IMPACT on the people involved—teachers, students, and parents?

Teachers first. Working with and observing the university professors, the aesthetic team, and the visiting artists has given classroom teachers a real boost. Exchanging ideas with adults, instead of being holed up in a classroom with youngsters all day, has stimulated them.

The summer workshops and Saturday seminars have served as jumping-off places for further study of the arts. Last winter, 12 IMPACT teachers and others took a creative dramatics class sponsored by the Professional Growth Program of the Columbus school system, and in the spring semester, seven IMPACT teachers and five others who are interested in the project enrolled in a special course in the dance at The Ohio State University. Also, last summer, a classroom teacher and the reading specialist at Eastgate, who sees a definite correlation between physical coordination and reading ability, attended a dance workshop taught by Virginia Tanner at the University of Utah.

Teachers also report that they're more aware of what's going on in the arts. They now read more about the arts and artists in newspapers and magazines, and some are attending more artistic performances than they ever did before.

The arts have even carried over to the teachers' lounge. The guidance counselor at Eastgate, who spends half his time in another school not involved in the project and who has taught in several other systems, says: "Go into the teachers' room at Eastgate at lunchtime. You won't hear the conversation that's typical of so many lounges. The teachers there aren't gossiping; they're discussing the arts and professional matters."

The principals at Eastgate and Cranbrook both agree that their faculties are more cohesive, friendlier, and are having more opportunities to work together than before Arts IMPACT. Teachers share ideas and operate as a team—with one another and with members of the aesthetic team. They're also not as tied to textbooks and schedules. With visiting artists popping in and out of school and with new ideas altering lesson and unit plans, teachers have had to become more flexible—in order to keep pace with the program.

They're spending many more hours on the job, too. One veteran Cranbrook teacher observed, "I think I've worked harder this year than I've ever worked—and I've enjoyed it."

As for the youngsters, they, like the teachers, are receiving a wide exposure to the arts. Before, they were mostly interested in TV, rock music, and comic books; now they're beginning to appreciate different types of artistic expression —from modern dance to Baroque music to sculpture.

Most people connected with the program and those who have observed it agree that the children have grown in self-discipline, self-reliance, and ability to organize their work—individually and collectively. There are also fewer discipline problems on the playground despite the freer atmosphere in the schools.

Arts IMPACT seems to be having a favorable effect on the academically gifted, the nonacademic student, and the discipline problem. The better student, who usually finishes required work with ease, has the opportunity to explore art areas of his choice in his extra time and to develop his talents in these areas. In the case of the child who does not do well in academic subjects, he has been able to freely express himself in the arts and to feel that he has produced something worthwhile.

And the discipline problem has

found an outlet, too. When children pick the cast of characters for their plays and skits, they usually select mischievous youngsters to play the villain. So these boys and girls get to act out some of their antics legitimately.

Parent reaction to the program has been overwhelmingly favorable. They report their children are more enthusiastic about school and have grown in their appreciation of the arts. One parent commented, "We enjoy hearing about the interesting activities going on at school and often tell our son of people and of books involved with a particular art. Arts IMPACT has helped close the generation gap!"

In fact, several parents are so impressed with the program that they have canceled plans to move from the Cranbrook and Eastgate neighborhoods so that their children can stay in the program.

Not all of the reactions have been favorable. A few parents have expressed concern that the arts program may cut into time for academic subjects. When the project started last year, several teachers had the same concern. But almost all now agree that reading and math and the other subjects haven't suffered. In fact, some insist that children are improving in these areas because they enjoy school more and because the creative methods teachers are slowly adopting in the approach to the arts are carrying over into the approach to other subjects.

Of course, the project has some real problems. Teachers and administrators agree they could make excellent use of more planning time, more materials, and more space. For example, many point up the need for a separate room in each school for teaching the dance.

Ultimately these problems stem from the biggest one: lack of money. More funding could provide for most of the things teachers and students need to strengthen the program and to spread Arts IMPACT to other Columbus elementary schools.

However, despite the defeat of a tax levy and bond issue for the schools in Columbus last spring teachers, administrators, and parents hope to continue and expand the Arts IMPACT program when their grant expires at the end of this school year. They are committed to improving the curriculum and view Arts IMPACT as a positive approach toward that end. □

Telephone Conference

Would you like to discuss Columbus Arts IMPACT with Martin Russell, the director? If so, send a postcard with your name and address, together with the words, *November phone call*, to Today's Education, 1201 16th Street, N.W., Washington, DC 20036. We will then send you the phone number at which you can reach Mr. Russell on Sunday, November 21, from 4 to 8 p.m., Eastern Standard Time.

Will Pass/Fail Pass the Test?

□ **When 261 beginning typing students** at Groveton High School in Alexandria, Virginia, were given the choice of taking typing on a pass/fail basis instead of the usual grading system, 68 of them elected to do so. This meant that for them the letter P would represent all levels of achievement—from A+ to D−. If a student passed typing, the grade P would appear on his report card and his permanent record.

The decision to let students have this choice followed several years of discussion with beginning typists, some of whom felt that the grading system interfered with their achievement. College-bound students, in particular, were fearful that a C or D grade in typing—a skill which depends to some extent on manual dexterity—would lower their overall averages. Other young people, however, felt they needed grades as a challenge to work.

Students remained in the same classes regardless of which grading system they'd chosen. A young person under the pass/fail system could switch back to conventional grading any time during the first semester. Some students in all eight sections of beginning typing were on the pass/fail basis, but no class was made up entirely of such students.

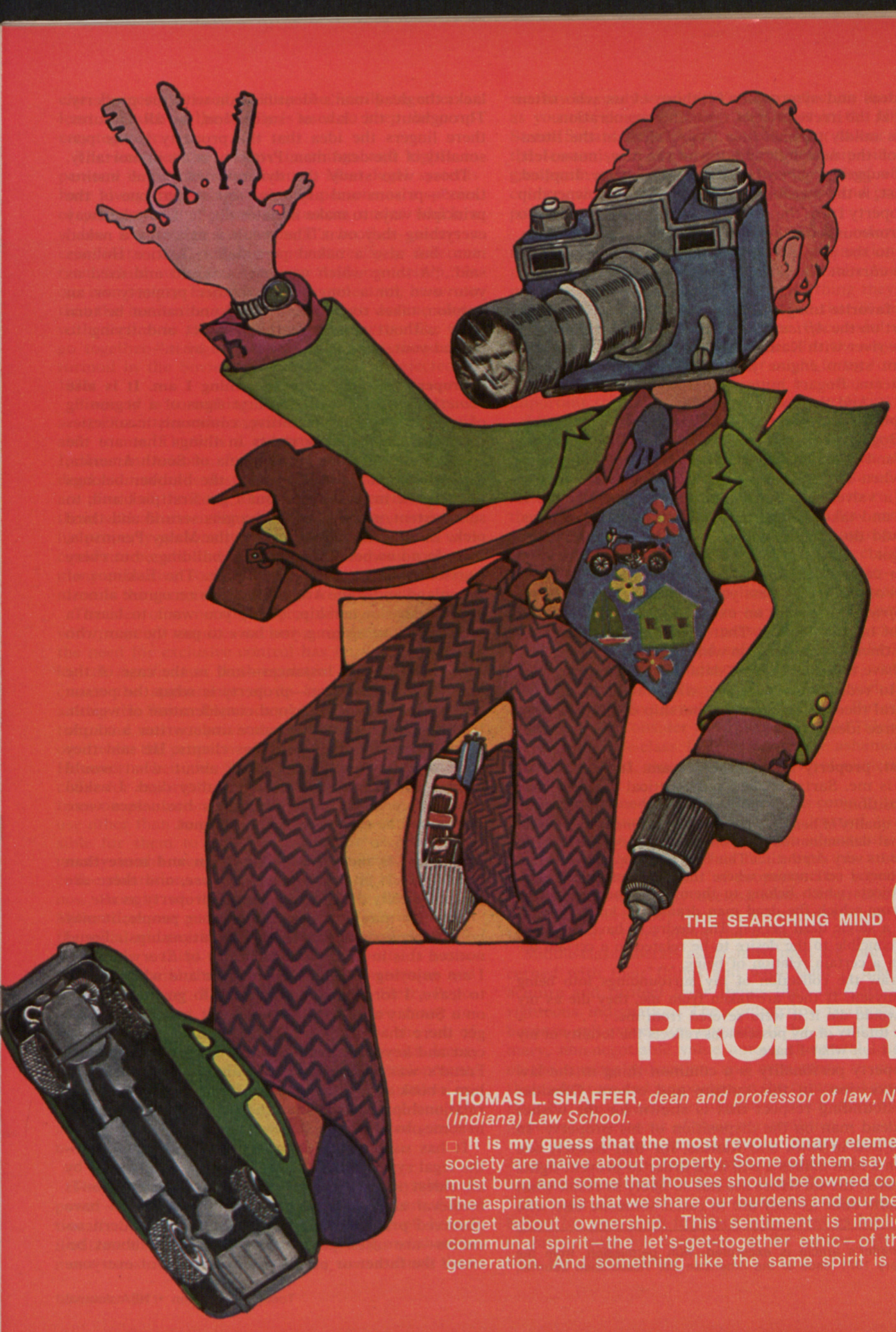
We discussed the pass/fail concept with the students during the first month of school, but made no attempt to influence them either way. If interested, the student took a letter home explaining the pass/fail concept to his parents. If they agreed, they signed a permission slip, which he returned to his teacher.

The system seems to present no problems for teachers. Several stated they enjoyed the experiment. At the end of each grading period, students on the pass/fail system received an evaluation sheet designed to show actual performance; it contained no teacher opinions on the student's progress. The evaluation sheet for the first quarter emphasized technique; the second quarter, concepts, accuracy, and speed; the third and fourth quarters, production. In each case, the evaluation sheet went to parents.

The questions students asked most often were: If we take pass/fail, will the teacher tell us what grade the P would have equalled? (The answer was: No. If you're worried about grades, maybe you don't really want to be under the pass/fail system.) If you are a borderline D or F student, would pass/fail make a difference? (The answer was: No. The grade P equals any level of achievement from A+ to D−.)

From a teacher's point of view, the experiment seems to be working fine. There's no evidence that students are working less hard than they would under the traditional grading system. But they are more relaxed and seem pleased to have a choice in their grading system.

—Richard H. Daiger, *chairman, Business Education Department, Groveton High School, Fairfax County, Virginia.*



THE SEARCHING MIND

OF MEN AND PROPERTY

THOMAS L. SHAFFER, *dean and professor of law, Notre Dame (Indiana) Law School.*

□ **It is my guess that the most revolutionary elements in our** society are naïve about property. Some of them say that banks must burn and some that houses should be owned communally. The aspiration is that we share our burdens and our benefits and forget about ownership. This sentiment is implicit in the communal spirit—the let's-get-together ethic—of the coming generation. And something like the same spirit is implicit in

the ideas and sympathies of those of us who often cheer at the irreverence of the coming generation.

This mildly utopian idea is prevalent in the literature of the new left and the not-so-new, not-so-left, and it suggests a liberal bias against property. Implied, at least, is the possibility of separating the ownership of property from the rights of men. The idea seems to be erroneous, and the error could make a difference. More to the present point is that it seems to be part of the current liberalism in behavioral science.

My favorite image on men and things is Humphrey Bogart on the *African Queen* chugging down that fetid jungle river with Katharine Hepburn. When the boat's ancient steam engine jams and rattles and scatters hot steam, Bogart jumps up, runs to the boiler, and kicks it. And the boiler works again.

Hepburn asks what was the matter with the boiler, and Bogart says it was jammed. Hepburn asks him why, and Bogart says, "I left a screwdriver in it one day when I was working on it, and the screwdriver jams a valve." Hepburn asks why he doesn't take it apart and take the screwdriver out. And Bogart says, "I could do that, Miss, but I like to kick her. She's all I got."

You cannot talk about the captain of the *African Queen* as a person unless you are willing to talk about the *African Queen* as an extension of its captain—as part of his personality. That seems obvious, but it is an instinctive judgment on which the behavioral scientists have failed to present data. If they someday propose to redeem their failure, what might be the behavioral theories on man's ownership of things? Here are three ideas.

First, property is something I am. It is a part of what is me. Sartre makes a theoretical case for that proposition:

> The quality of being possessed does not indicate a purely external denomination . . .; on the contrary, this quality affects its very depths. . . . This is the significance of primitive funeral ceremonies where the dead are buried with the objects which belong to them. . . . The corpse, the cup from which the dead man drank, the knife he used make a single dead person. The desire to have is at bottom reducible to the desire to be related to a certain object in a certain relation of being. . . .
>
> I draw the collection of my surroundings into being with myself. If they are taken from me, they die as my arm would die if it were severed from me. . . .
>
> The totality of my possessions reflects the totality of my being. I *am* what I have.

Property personality is a common thing in the law of succession—in this culture and others. Consider the astounding respect that is shown for the wishes of a dead man on the disposition of his property. In Tahiti and in Iowa and Kansas, for that matter, one reason a man makes a will is in order to prevent fights—because his survivors are not so likely to resist what he wants done as they are to resist someone else who lacks the dead man's identification with the property. Throughout the law of succession, in all cultures, there lingers the idea that the property is the personality of the dead man. Property is his immortality.

Those who study the dynamics of "total institutions"—prisons and asylums—report that one of the principal ways to make inmates docile is to take away everything they own. The result is not only a naked man, but also a naked personality. Justice Holmes said: "A thing which you have enjoyed and used as your own for a long time, whether property or an opinion, takes root in your being and cannot be torn away without your resenting the act and trying to defend yourself, however you came by it."

Property is more than something I am. It is also *something I do.* One of the first signs of a beginning of ownership among primitive, communistic societies is respect for primary rights in things that are the fruit of labor. Among the Yamana of South America, for instance, if I catch a whale, the blubber belongs to everyone in the village. But I get first pick and, to some extent, get to choose who gets second and third pick. In the Semang society on the Malay Peninsula, there is no ownership of land or buildings, but every warrior owns his own poison tree. The Eskimos of Greenland and some Arctic Siberians recognize almost no exclusive ownership, but if you want to learn a spell or a hunting song, you have to pay the man who knows it.

In each of these instances—and in the case of the American businessman—property is what the person does. And this is true beyond consideration of wealth. I asked a veteran life insurance underwriter a couple of years ago about his business clients. He said they were always greatly concerned about what would happen to their businesses when they died. I asked him if they knew how much their businesses were worth, and he said they usually did not.

Property is more than what I am and more than what I do. It is also *something I use,* and there are three radically different aspects of property as *use.*

Property may be a conduit to other people; it may be a cornerstone of human relationships. Freud noticed this in his *Psychopathology of Everyday Life.* I am enjoying myself at your house and when I have to leave, I forget my coat. I have to go to the office on a Sunday afternoon and resent it, and find when I get there that I left my keys at home. My things—coat and keys—are where I wish I were. A patient of Freud's was having trouble with his wife; she gave him a book and he misplaced it. Six months later their relationship improved, and the patient found the book in some obvious place in his desk.

It has usually been thought that primogeniture—the legal system under which property is inherited by an eldest son to the exclusion of everyone else—is medieval and undemocratic. But societies that have observed primogeniture—including fairly modern societies—are often prosperous. This comes about because the father or eldest son takes care of everyone

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Mr. Shaffer's article is excerpted, with permission, from the February 1971 issue of the *American Bar Association Journal.*

else. Property is used to keep the family together at least as much as the family is used to keep the property together.

The line between rights in things and rights in persons is functionally obscure. Most legal systems have always recognized rights in persons as a species of property. The levirate—a custom under which a widow is given to her husband's brother—seems a cruel instance of that, but it is not really so different from "child ownership," or even "wife ownership," in our own society. Engels saw this connection; he wrote that the institution of marriage had to decline along with decline in the institution of property. The two go together—a dogma that caused great theoretical turmoil in the Soviet Union until it was rejected in 1926.

Property is something I *use*, in a second sense, as a significant personal expression not otherwise available to me. There is a custom among one tribe of Indians in Arizona, for example, that everything a dead man owns is destroyed when he dies. Survivors are afraid of the dead; they want solid earth between them and all extensions of the dead man—including his property personality. We all know carpenters who could not be who they are without wood and tools. In many primitive societies, the only ownership recognized is the ownership of things to work with.

The idea of ownership begins when self-expression with property requires exclusive rights in it. Perhaps the need for exclusive control has important psychological significance. Anthropologist René Millon discusses the appearance of de facto land ownership among the Sierra Popoluca of Mexico. In their tradition, land was not privately owned, but trees planted on it were the property of whoever had planted them. However, when the Sierra Popoluca began growing coffee for export, they had to concentrate their coffee trees on plantations. And since the land now had no use other than to grow coffee trees, it became impossible for them to limit their concept of ownership merely to the trees. Consequently, at least as far as coffee plantations were concerned, the Sierra Popoluca now thought of themselves as private landowners. Millon does not guess at the effects of this change on the social and psychic personality of the coffee grower.

There is a third sense in which property is something I use, and that is as a means of assuming and protecting power. The coffee trees of the Sierra Popoluca suggest that development. There are many instances in our own history. An example is the use of land grants in the United States and in Spanish America, not only as a means of economic development, but as a means of solidifying power. For another example, the English feudal system, from which our law of property grew, was above all a system of government.

The transmission of status—which is a symbol of power—and the transmission of property are functionally inseparable. Titles and positions of honor illustrate this throughout Western history, and there is more transmission of status in our own culture than we may be ready to admit. You can reflect on that fact as you run down the roster of names in the United States Senate. In societies entirely alien to our own, the transmission of corporate membership—in clan groups, in castes, in the primitive equivalent of the country club—is property used to assume and protect power.

I think the revolutionaries and certain reformers make a mistake when they equate the assumption and protection of power with property ownership. And the mistake may lead them far beyond anything they had in mind. There is a kind of revolution that is callow and therefore unwittingly inhumane. Successful revolutions are built on a healthy respect for the way people are. One thing every reformer ought to try for—on pain of failure—is an appreciation for what is most important to the people he proposes to reform.

In terms of national policy, an appreciation for the way people are and the way people own will tend to support, for example, the way our federal tax structure has grown up, so that businessmen are taxed just this side of destroying their desire to own more than they have. And death taxes are kept just low enough so that a man does not lose all hope of aggregating status and power and passing it along to his children.

A primary goal of the American welfare state—supported, as it is, by taxing policies that take realistic account of the way people are—is that every household should have a house. Every person should have enough property to guarantee and safeguard personality and for self-expression. Middle-class liberals are ambivalent about property: They are comfortable with their things and couldn't get along without them. But social passions and "Consider the lilies of the field" idealism leave us middle-class liberals somehow ashamed of ownership—and, especially, of the love of ownership.

The enlightened American liberal has come to terms with his sex impulses and even has learned to live with anxiety about death—both more advertently and more efficiently than he has dealt with his ambivalance about the comforts of property. The rebellious kids have some pretty useless ideas about *distribution* of property, but they hit a sore spot when they talk to their elders about the *hypocrisy* of property.

Middle-class liberals aside, most men are more concerned with their things and with what it takes to acquire and protect their things than they are with righteous indignation. The comparison is important because self-expression appears to be a sort of primary, non-negotiable value among the vocal leaders of the coming generation, and even more so among their admirers and supporters in the command generation. But most people set almost as much store by the nonvocal dimensions of their personalities.

All of us are more involved in our things than many of us care to admit. Anyone who proposes to be a revolutionary should realize that, as Judge Prettyman said, "The right of a man . . . to warm his slippered feet before his own open fireplace is as great as his right to gather with his neighbors in the corner pub and cuss the government." □

PRINGLE'S PRIDE

SIDNEY BRODY, *English teacher, Eastchester (New York) Senior High School.*

□ **It was obvious from the first day of school that I** would be competing with the internal combustion engine for the mind and soul of Paul Pringle. Paul swaggered into my first-period English class, exuding a strong aroma of gasoline. His hands and forearms were smudged with grease, and a stained toothpick dangled carelessly from his lips. He was twenty minutes late, thus establishing a precedent for punctual tardiness he was to maintain for the rest of the year.

"You must be Paul Pringle," I said, surveying my roster.

Paul nodded and slumped his angular frame into a seat by the window. He turned to acknowledge the greetings of his buddies in the room.

"Why are you twenty minutes late?" I asked.

"Camshaft," said Paul.

"See that it doesn't happen again," I said, handing Paul a sheet of composition paper. "Your first assignment will be a short autobiography. Get out your pen and begin writing."

Paul rummaged through his pockets, from which he drew a tire gauge, a spark-plug gapper, and a rotor button. "I don't got no pen," he confessed.

"*I don't got no pen!*" I flared. "What kind of English is that? Make sure you come on time tomorrow—with pen and paper. Is that clear?"

Paul shrugged. "OK, Ace, OK."

"And get rid of that toothpick."

He put the toothpick in his pocket. "OK, Ace."

"And don't call me Ace."

"OK. OK."

At the risk of taxing the reader's credulity, I am compelled to report that the subject of Paul's autobiography was his car, a souped-up, fiery red Mustang with Pringle's Pride stenciled on each door. My initial reaction was that Paul was playing word games, and I was tempted to lecture him on the evils of sarcasm. As it turned out, Paul's affection for Pringle's Pride surpassed even Don Quixote's for Rocinante. The Mustang became the hero of all subsequent compositions, playing the leading role in such diverse themes as "My Favorite Hobby," "My Narrowest Escape," and "My Most Unforgettable Character."

This story ("fact with a bit of fiction") won first prize in the 1971 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation. For the names of other prize winners, see page 30.

Paul's chronic tardiness seldom grew out of any thing as commonplace as a flat tire or leaky gas tank. It ranged into the highly mystical areas of manifold gaskets, universal joints, and distributor caps. Paul looked with contempt at parts of speech, though he was a wizard at parts of cars. I am so mechanically inept that I need help in changing flashlight batteries, so Paul sensed quickly that he was negotiating from a position of strength.

One morning he breezed in at the usual twenty minutes past the bell, with his arms grease-smeared and with the customary toothpick in his mouth. I motioned him to my desk, made him remove the toothpick, and asked the routine question, "Paul, why are you late?"

"Intake valve," he whispered. "It was stuck."

"Wasn't that the same trouble you had yesterday?"

Paul stared at me in disbelief. "Yesterday it was the generator brushes. C'mon, Ace, you remember." He nudged me playfully.

I gave Paul his assignment, a brief summary of "The Killers." He pleaded that it was too far along in the period to begin such an important assignment and that he would be at a distinct disadvantage, but I insisted that he get started anyway.

"Can I wash my hands? They're greasy."

"Absolutely not," I replied firmly.

"C'mon, Ace, you want I should fail English?"

"No, I don't want you should—I don't want you to fail English. And stop calling me Ace."

"I'll hand in a composition with grease marks on it. I'll fail English and not graduate. Then you'll be satisfied."

I felt like a heel. "All right, Paul, go wash your hands."

By the time Paul returned to the classroom, three minutes remained until the bell. He held his hands high to show how clean they were. Then, after borrowing a sheet of paper from Marion Hough and a pen from Donna Blair, he began concentrating on his assignment. At the bell, he turned in his paper and winked to reassure me of his good intentions. His paper was blank, except for the first two letters of his name, printed at the top.

Paul hated school with a passion. He would have quit long ago if his father had not issued an ultimatum: Stay in school or give up Pringle's Pride. As a concession to his teachers, Paul kept all matters academic in his Mustang; but they were generally

buried in the trunk, where they would not be seen by his drag-strip cohorts and possibly strain his rapport with them. Paul's willingness to traffic in educational enterprise was directly proportionate to the distance he parked the Mustang each day from school.

One morning I notified the first-period class that they were scheduled to take an intelligence test the following day. I stressed the importance of being on time and told them to be sure to bring pencils, because the exams would be corrected by machine and must, therefore, be done in pencil.

Next day I passed out the test papers, read the instructions, and signaled the class to begin. All fell immediately into a state of deep concentration. All, that is, except Paul, who stared at me, wagging his toothpick nervously. I waved him to my desk.

"What's wrong now?" I asked.

"It's gotta be in pencil, Ace?"

"It must be in pencil," I replied heatedly. "And don't call me Ace. And get rid of that toothpick."

He threw the toothpick into the wastebasket. "Will you trade a pencil for a pen?"

Anyone but Paul would have felt my wrath at his failure to bring proper equipment. I regarded Paul's possession of any writing implement as moral triumph, however, and reached into my desk for a pencil. I handed it to Paul, who immediately turned to the class, "Who'll lend me a pen?" he boomed.

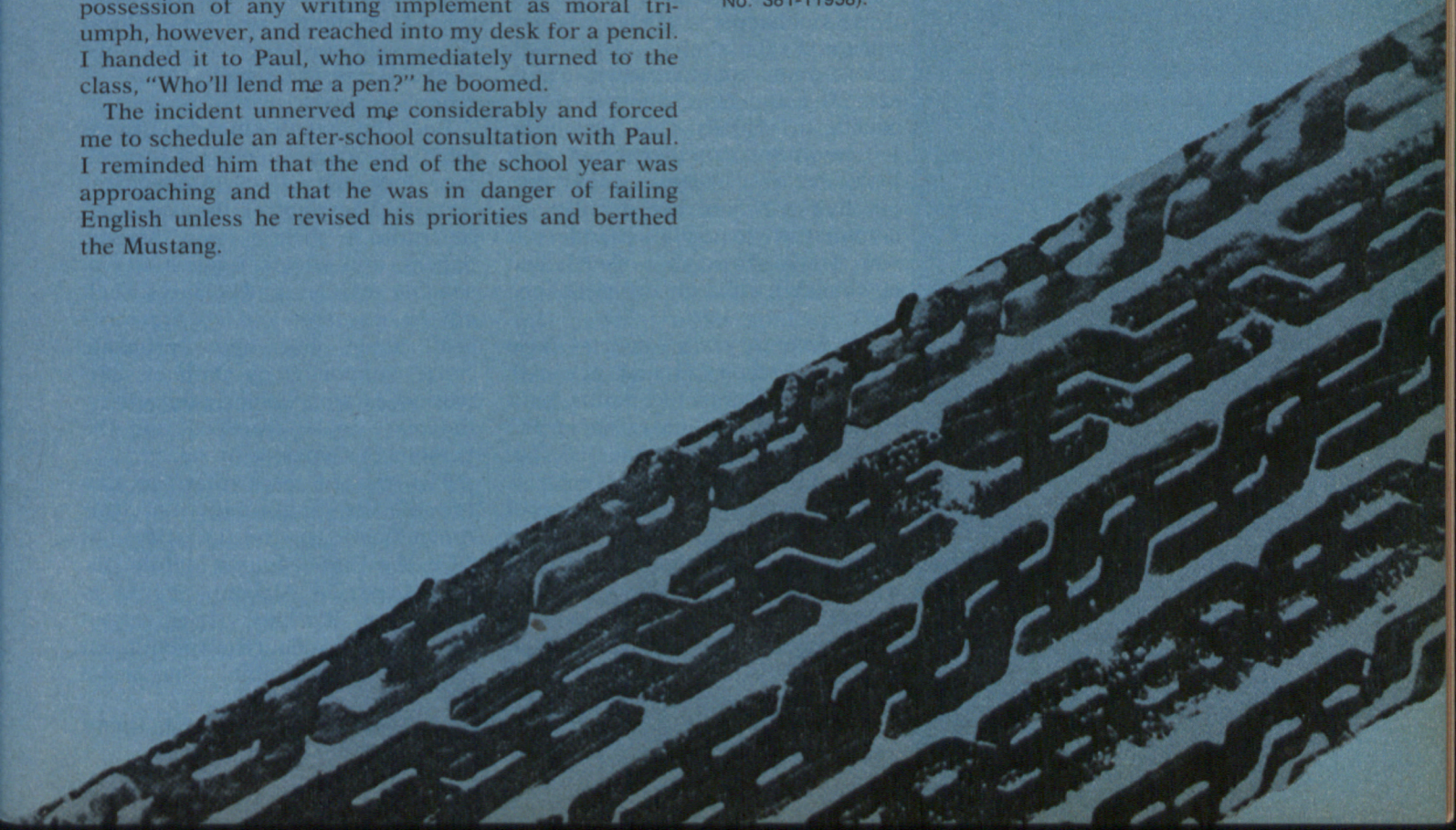
The incident unnerved me considerably and forced me to schedule an after-school consultation with Paul. I reminded him that the end of the school year was approaching and that he was in danger of failing English unless he revised his priorities and berthed the Mustang.

In the final weeks, Paul made a desperate attempt to improve. He kicked the toothpick habit and stopped calling me Ace. He brought pen and pencil to class every day, though the humiliation of carrying a notebook was still too great. I had issued a stern edict against borrowing supplies from classmates, so Paul's substitutes for composition paper became varied and unique. One day he wrote a character study of Albert Schweitzer on the back of a Dover drag-race program. On another occasion, he paraphrased the poem "Invictus" along the margin of a bill for a tail-pipe assembly.

It was the final exam, though, that turned the tide in Paul's favor. He scored miserably in spelling, vocabulary, and punctuation, but his mark in parts of speech saved the day and nailed down the diploma. Asked to give five examples of proper nouns, Paul listed the following: God, George Washington, Albert Schweitzer, Mr. Brody, Pringle's Pride.

Cast in such distinguished company, who could fail him? □

For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning*, an NEA publication. 1971. 193 pp. $3.50, paper (Stock No. 381-11960); $5.25 hard cover (Stock No. 381-11958).



1971 Teachers' Writing Competition

Listed below are the winners of the 1971 Teachers' Writing Competition. This year's competition had no specific theme. Prize money was supplied by the Reader's Digest Foundation.

First Prizewinner ($1,000)

Sidney Brody, Yorktown Heights, NY. (Mr. Brody's story appears on pages 28-29 of this issue of *Today's Education.*)

Second Prizewinner ($500)

Walter Gobel, Jr., Purling, NY.

Third Prizewinner ($350)

Richard Hollis, Los Alamitos, CA.

Other Prizewinners ($100 each)

Robert J. Abraham, Pittsburgh.

Melvyn R. Allen, Gorham, ME.

William Childress, San Francisco.

Eunice Dansby, West Chicago, IL.

Robert Edgington, Cairo, OH.

Melville H. Gaughan, Edison, NJ.

Josephine Adamo Kennedy, Park Ridge, NJ.

B. Jo Kinnick, Piedmont, CA.

Henrietta M. Krahulik, Indianapolis.

Paul E. Mawhinney, Cape Girardeau, MO.

Mildred McLain, Morehead, KY.

William F. O'Neil, Holbrook, MA.

A. Wayne Scrivner, Mobile, AL.

Howard A. Van Deinse, Winona, MN.

Violet B. Wagle, La Mirada, CA.

Locker Searches and the Law

H. C. HUDGINS, JR., *associate professor, educational administration, Temple University, Philadelphia. A former high school principal, he is author of* The Warren Court and the Public Schools *(Interstate Printers, Danville, Illinois. 1970).*

□ **Until recently, few people questioned** the right of school officials to search student lockers. Everyone just assumed the authorities had this right under the doctrine of *in loco parentis.* However, a rash of civil liberties cases during the 1960's challenged the authority of school officials to regulate student behavior and brought the question of locker searches before the courts.

(Under the *in loco parentis* doctrine, parental authority over the student is transferred to school officials while a young person attends class. The generally accepted principle is that these officials may use whatever means a reasonable parent would employ in disciplining the student.)

It was also assumed that a student would agree to abide by school rules and regulations and that failure to do so could result in expulsion. The student who turned to the courts to remedy that which he felt was unjust or illegal met with little success. Judges would not overturn a school board policy or administrative regulation unless it was clearly shown that officials had acted arbitrarily or unreasonably.

In recent years, courts have begun to recognize and acknowledge that students, like adults, have rights which "do not stop at the schoolhouse gate," as the U.S. Supreme Court said in the *Tinker v. Des Moines Independent School District* case in 1969. The question of how far these rights have been extended is still the subject of litigation.

Although some rudiments of *in loco parentis* still exist, this doctrine is not as all-encompassing as it was a decade ago. Judges have recently interpreted the First Amendment as giving students increased freedom of the press and enlarging their right to speak.

Choice of hair styles and mode of dress for both boys and girls have been protected by the courts. Speech freedom has been extended to include symbolic expression, such as the wearing of armbands and insignia; nonviolent demonstrations are within the constitutional protection of freedom of assembly.

Moreover, under the Fourteenth Amendment, students are afforded the procedural rights of due process with respect to disciplinary hearings. Previously, a student could be removed from school without a hearing or with only a cursory examination of evidence.

Do the courts still adhere to the *parentis* doctrine in permitting school personnel to search student lockers? This is an important question today, for such searches have turned up lethal weapons, illegal drugs, and an array of other assorted items not usually found in schools a decade ago.

Does the Fourth Amendment prohibit school personnel from inspecting lockers? That Amendment states: "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

Two related cases treat the matter of the applicability of this Amendment to the question. In 1970, the United States Middle District Court in Alabama stated in *Piazzola v. Watkins:* "It is settled law that the Fourth Amendment does not prohibit reasonable

searches when the search is conducted by a superior charged with a responsibility of maintaining discipline and order or of maintaining security." The court, citing an earlier decision, also stated: "A student is subject only to reasonable rules and regulations, but his rights must yield to the extent that they would interfere with the institution's fundamental duty to operate the school *as an educational institution.*"

In the same year, the Court of Appeals for the First District in California upheld the search of a student's person when it was reported that the youth had become intoxicated in class after taking pills. In treating the question of the reasonableness of the search, the court said: "There is no exact formula for the determination of reasonableness. Each case must be decided on its own facts and circumstances—and on the total atmosphere of the case. We must consider facts and circumstances in light of the omnipresent evil of drug and narcotic abuse among the young. It's a problem not to be ignored but to be dealt with so as not to disturb constitutional standards."

The California Appeals Court recognized that the Fourth Amendment guarantee is not absolute. In making this clear, it held to the position that the power of the state to control the conduct of children reaches beyond the scope of its authority over adults.

State courts in California, New York, and Kansas were asked to decide specifically the question of the legality of locker searches. The facts differed, but the fundamental questions were similar:

- In the first case *(In re Donaldson)*, a high school student told her vice-principal that she could purchase "speed" or methedrine pills on campus. Acting on the administrator's suggestion, the girl made a purchase. The vice-principal then searched the locker of the seller—a 15-year-old boy. The search was conducted without a warrant and without the student's consent.
- The second case *(People v. Overton)* involved both police officials and school administrators. The police presented a warrant to search two students and their lockers and were assisted by the school's vice-principal. When nothing was found on the person of either student, the vice-principal—in the presence of a policeman and one of the students —searched the boy's locker and found marijuana.
- The third case *(State v. Stein)* involved a locker search initially at school and later at another place. The only clue found in the school locker was the key to a bus depot locker, where various stolen goods were found.

In each of these cases, the courts upheld the right of school officials to inspect the lockers. A careful reading of the opinions in their entirety provides valuable information for understanding the various legal ramifications of the question.

The fact is, students do not *own* their lockers. Although made available to students, the equipment is held by local boards of education in trust for the state. This is a fundamental principle of law. The student does, however, exercise some control over his locker; that is, he may prevent other students from having access to it. But he cannot deny entry to school administrators.

(A different question can be posed about student control if the locker is rented to the student rather than leased with a small deposit as insurance against damage. Although the courts have not ruled if there is a legal distinction, school officials would be wise not to rent lockers but to require a deposit to be refunded to the student at the end of the year, providing the locker is not damaged.)

In each of the three cases just mentioned, state courts took the position that school personnel are using the school board's authority (derived from the state) to operate schools and to safeguard the health and safety of pupils and school personnel. It was also recognized that administrators have periodically conducted locker searches for purposes of safety. An accumulation of excessive paper constitutes a fire hazard; storage of drugs and harmful weapons poses a real threat to health and safety.

The courts have not answered specifically if teachers may conduct locker searches. It is wise, therefore, to limit this responsibility to the principal or to a person delegated with specific administrative assignments.

The *Donaldson* case, involving a vice-principal, saw the administrator as being in a unique situation. The judge stated: "We find the vice-principal of the high school not to be a governmental official within the meaning of the Fourth Amendment so as to bring into play its prohibition against unreasonable searches and seizures. Such school official is one of the school authorities with an obligation to maintain discipline in the interest of proper and orderly school operation, and the primary purpose of the school official's search was not to obtain convictions, but to secure evidence of student misconduct."

Can police officers search student lockers without a warrant? The courts have not treated this question directly. In the *Overton* case, described earlier, police first secured a warrant. In the *Stein* case, a warrant was obtained for the search conducted at the bus depot but not at the school.

Armed with a warrant, police may search a student's locker at

school. That they may conduct a general search *without* a warrant, in the event of a bomb scare, is an accepted principle. A policeman should have a warrant, however, to single out one locker for search.

While it's recognized that administrators can search lockers, they should be prudent in doing so. Sound law requires that the student be present when his locker is searched. Similarly, it's wise for the administrator to have a third party present as a witness.

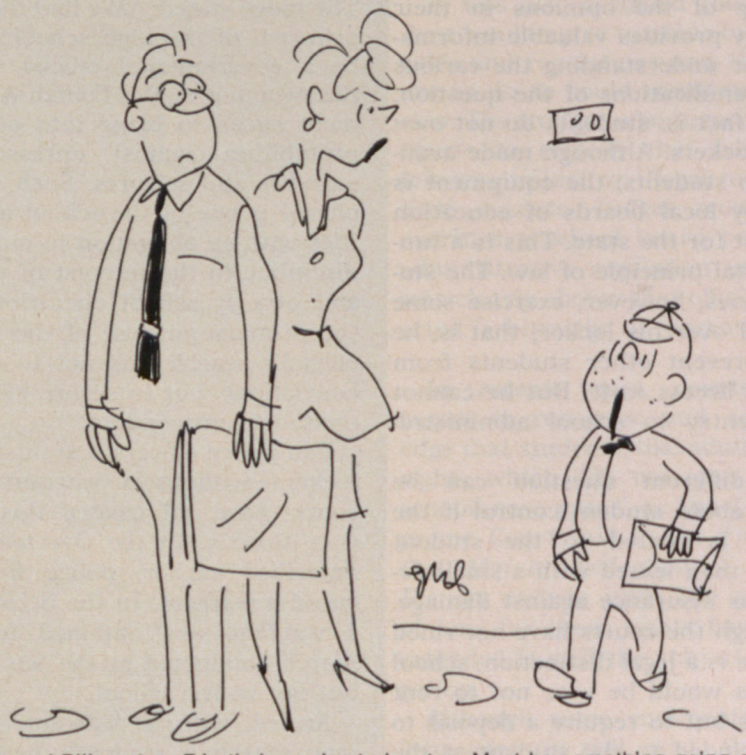
The student should not be warned ahead of time that his locker will be searched. In the event that illegal or harmful materials are cached there, he might have an opportunity to destroy the evidence. A better procedure is to inform him of the search while accompanying him to the locker and then to open it.

Prior student consent is not needed, though interpersonal relations are enhanced if it is sought. If permission is not granted, school officials may proceed anyway. This was underscored in the *Overton* case. The judge stated that school officials have "a right to inspect but *this right becomes a duty when suspicion arises* that something of an illegal nature may be secreted there."

When reasonably certain that a student's locker may contain harmful or illegal material, school officials may search it without a warrant and without the student's permission. In so doing, they are acting under their legally constituted authority and are providing a legitimate service to the school community.

The fact that schools today are gravely involved with and concerned about drug addiction—its prevention and cure—has underscored the necessity of reaffirming this right. Furthermore, school officials have an interest in seeing that school property is protected and that the health, safety, and welfare of young people are insured.

Through the cases reviewed here, I believe it's clear that the courts have left the doctrine of *in loco parentis* undisturbed with respect to locker searches. □



"Jimmy and Billy got an F in their grades today, too. Must be something going around."

Students Lease Lockers

Before they obtained lockers last fall, students in Richmond, Virginia, public schools were required to sign a "lease" acknowledging that school officials could search their lockers under certain conditions.

The rules specify that school officials may make periodic inspections for fire, health, or vermin hazards—if they give students prior notice. The rules also state that officials may conduct searches with or without prior notice "upon reasonable suspicion" that a locker contains something contrary to school regulations or detrimental to the school.

The Fourth Amendment to the Constitution does not prohibit search and seizure, the rules point out, but only "unreasonable" search and seizure. Therefore, a *reasonable* search would mean that the officials have reasonable grounds for believing that something detrimental to the school will indeed be found in the student's locker.

If the source of the information is the police, and if they have probable cause for suspicion, then school officials would automatically possess "reasonable" suspicion in school discipline cases, the rules state. However, the police must have a search warrant if they intend to work with school authorities for possible criminal prosecution. The locker may be put under guard or surveillance while the warrant is obtained.

The rules are part of a new five-page "Policy on Student Behavior," drawn up by a committee at the superintendent's request. □

◆ *How do you feel about this topic? Have locker searches been challenged at your school? Send us your reactions for possible use in a future issue.*

Sex Discrimination in Schools

Outmoded stereotypes still exist.

GAIL T. McLURE, *West Junior High, Iowa City, with special help from* **MARJORIE FRIEDMAN,** *West Senior High, and in cooperation with* **KAY RIES,** *Central Junior High,* **TRACY BRUNNER, JILL HENDER,** *and* **BEVERLY WITWER,** *all of South East Junior High, and several others from Iowa City's junior and senior high schools.*

□ **To what extent are the schools responsible for the** secondary status of women in our society?

The following excerpt from an article in *Time* (August 31, 1970) points to the unequal status of women as well as some implications for education:

"The status of women—America's numerical majority at 51 percent of the population—remains today as relentlessly second class as that of any minority. A third of the American work force is female: 42 percent of the women 16 and older work.

"Yet there is only one economic indicator in which women consistently lead men, and that is the number living in poverty. In 1968, the median salary for full-time, year-round workers was $7,870 for white males, $5,314 for nonwhite men, $4,580 for white women, and $3,487 for nonwhite women. . . . On the average, a woman needs a college degree to earn more than a man does with an eighth grade education."

The article goes on to say that the number of women in the higher education and professional categories is "grossly disproportionate both to the population and to the educational background of some women. Women constitute only 9 percent of all the professions, 7 percent of the doctors, 3 percent of the lawyers, 1 percent of the engineers. . . . Nine out of 10 elementary school teachers are women, but 8 out of 10 principals of these schools are men."*

The schools are in part responsible for this situation. We begin to teach role stereotypes as early as kindergarten. Girls are expected to play in a doll corner equipped with a mock-up of mother's kitchen, while the boys are steered to a jungle gym or building materials.

One high school girl recently told her adult-living class about an experience she had as a kindergartner. When she pasted a picture of a man holding a baby on the page of her workbook entitled "Father's Jobs," the teacher marked this wrong—even though the girl explained she had seen her father holding a baby many times.

Perhaps we could excuse one teacher's lack of judgment, but this is not an isolated case. Even a cursory look at texts and workbooks for the primary grades reveals examples of role stereotyping which separate female jobs from male jobs, girl interest from boy interest.

Yet studies conducted at the Fels Institute indicate that "the brighter girls are more likely to enjoy baseball and other boys' games, while the brighter boys will more often engage in feminine activities." This is only one of several studies which bring into serious question the teaching of masculine and feminine orientations.

In most secondary schools, only an exceptional girl will ask to be admitted to an industrial arts course, and if she does, she may not be encouraged to participate. Girls are usually channeled into homemaking courses; boys, into industrial arts. Yet in our tech-

*NEA Research Division data show that at the elementary school level women account for 85 percent of classroom teachers, 30 percent of teaching principals, and 19 percent of principals.

nological society, where each sex is expected to fulfill multiple roles, girls surely need to develop competence in industrial arts and other forms of career education, and boys need to acquire knowledge of nutrition, family life, and homemaking skills.

The New York State Education Department's associate commissioner for occupational education offered the following recommendation in the November 1969 issue of the *NASSP Bulletin:* "Industrial arts education should serve girls as well as boys, women as well as men, and extend from kindergarten through adult education." Is it not unfortunate that so many schools contribute to the mystique that to be feminine one must be ignorant of mechanics, woodworking, and technical studies?

In addition to sex role stereotyping, there is a problem of inadequate image reflection. Girls do not see female images, stereotyped or not, as often in school materials as they see male images. Fewer female characters, especially lead characters, appear in basal readers, for example.

The current fourth grade reader used in Iowa City is typical. Not counting fairy tales, poems, or stories without human beings, the book has 28 stories. Males are the leading characters in 26 of these. One of the 26 heroes shares the spotlight with his mother, but he is the title character. Only one story is entirely about a female heroine (Jane Addams); in the remaining story the heroine shares the focus with a horse.

The nature of the female stereotype may account for boys' reluctance to read stories about girls. A disproportionate number of female characters appear in minor roles; fewer females perform heroic or admirable tasks. Too many stories for elementary pupils show girls serving cookies, playing dolls, staying at home to help mother, or being rescued (along with the mothers) by boys.

English teachers in our district report that when reading plays or acting in them, girls will usually read both girls' and boys' parts willingly, whereas boys will read only boys' parts. This clearly reflects the attitudes about women which have been fostered both by our schools and society in general.

From our own use and examination of social studies texts, we have found that these books do not adequately reflect the contributions of women. The validity of our observations is confirmed in an article in the March 1971 issue of *Social Education.* Janice Law Trecker analyzes over a dozen of the most popular U.S. history textbooks in order to ask such questions as this: "Are the stereotypes which limit girls' aspirations present in high school history texts?" She says the answer is "*yes* . . . most works are marred by sins of omission and commission." The hidden female image becomes difficult for even the mature adult to find when it is referred to in words such as *man, mankind, he,* or *his.*

Blacks and other minority groups are now beginning to receive fairer representation in media materials. Yet many social studies texts still fail to record the role of women in history and in today's society.

NEA Resolution C-31

In 1971 the NEA Representative Assembly amended Resolution C-31, Equality of Opportunity for Women, which states, as amended:

The National Education Association insists that all persons, regardless of sex, be given equal consideration for employment for which they are qualified.

The Association supports the proposed amendment to the U.S. Constitution:

"Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

The Association supports legislation to provide that the Equal Employment Opportunities Commission shall have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges the amendment of fair employment practices legislation to extend coverage to public employees and to persons in executive, administrative, and professional employment.

The Association further urges school boards, higher education institutions, and education associations to eliminate present discriminatory practices against employment of women in executive, administrative, and professional positions.

Local teachers recently attended state and national conventions where many publishing companies displayed their latest wares. Although the materials about blacks and other minority groups were prominent, we found little evidence of fairer treatment of the female image.

(We asked numerous representatives from these companies why an effort was not being made in this regard. Answers varied from "You ladies aren't making enough noise" and "We're waiting around to see if the women's liberation movement is a passing fad" to responses reflecting serious interest. Some spoke of the economics involved in getting books written and marketed. Publishers want to be assured of a demand.) Teachers can exert considerable pressure on publishers by recommending that school systems refuse to buy texts which fail to take note of female contributions. Meanwhile, teachers can enrich their courses by using supplementary materials from other sources.

We believe most teachers would agree that in the daily routine of any given day, boys are usually the ones asked to operate audiovisual equipment and perform similar activities. Seldom does a girl have the opportunity to learn how to run the movie projector. Only a rare girl would have the courage to volunteer for this "man's work."

At most schools, the boys' athletics program receives far more money, a larger coaching staff, and more time than does the girls' program. Travel to out-of-town meets is often limited for girls. On the other hand, boys are permitted to travel by school bus to a variety of out-of-town games.

Anyone who follows student sports would probably agree with our impression that the press, including school newspapers, gives a great deal more space to predominantly male activities in the field of sports.

The booster clubs, awards banquets, and recognition day festivities frequently are geared toward support of male accomplishments in the sports arena.

Research studies, such as those discussed by Gary L. Peltier in his article, "Sex Differences in the School: Problem and Proposed Solution" (*Phi Delta Kappan*, November 1968), show there is no conclusive evidence of sex differences in scholastic achievement, but young girls have fewer physical and emotional problems, read better, stutter less, and mature physically more rapidly than boys.

Yet the socialization process which begins in the elementary school bears strange fruit by the time girls reach junior and senior high school. By then some of them are afraid to assert themselves in class discussions. They may lower their sights with regard to a career and decide that finding the right husband is the ultimate key to personal success.

Parents, teachers, and guidance counselors often contribute to the problem by taking a narrow view of the career possibilities open to girls. They may guide a girl into a "suitable" occupation, such as secretarial studies, nursing, or teaching, while failing to stress the importance of other interesting pursuits.

For example, how often do we encourage an able girl to consider a career in medicine, law, city planning, or architecture? Instead, we warn her of the insurmountable difficulties she will face if she chooses to pursue one of these occupations. Such an attitude may cause a girl to doubt her own capabilities.

The environment of the school reflects the status of women in society. For example, although most elementary teachers are women, only one-fifth of the elementary principalships (which pay more) are held by women.

Further along in the secondary school there is an almost equal balance between male and female teachers while 97 percent of the high school principals are male. Sixty-nine percent of department heads in public schools are men, and we think most secondary teachers would confirm our impression that men tend to become leaders of committees, conductors of assemblies, and the bearers of greater authority on many fronts. Granted, many women would refuse to become chairwomen or principals. But we must remember that women have been brainwashed to the point where they may consider themselves incapable of such responsibilities.

It is our contention that the schools do not adequately recognize the historical forces and contemporary conditions which have resulted in women's present status. Several factors, some subtle, some not so subtle, combine to prevent women from realizing full equality. It is not enough to equalize hiring practices and opportunities for adult women. We must nurture the idea of female equality at the earliest ages, for the heart of the problem lies in the development of a strong concept of self. Educators and school curriculums must do more to promote the goal of equal rights for both women and girls. □

Women's Studies

ROSE M. SOMERVILLE, *associate professor, Department of Sociology and School of Family Studies, San Diego State College.*

□ **What brought about a demand for women's studies** courses in this country in recent years? Several prior movements helped to create the demand.

Certainly the civil rights movement showed young people in general—not just ethnic minorities—how to press for social change. At the same time, it convinced young women who were active in the movement that male leadership was placing them in subordinate positions and keeping them there. Unable to effect changes within male-dominated organizations, they became resentful and as a result formed women's caucuses at national conventions of civil rights groups —a practice that soon spread to professional organizations.

By the late 1960's a wide spectrum of women, mainly young, on campuses and off, were meeting in small intimate groups and rapping about their personal and professional experiences. Some of these rap groups moved into social action to make their grievances known. The mass media sensationalized much of what was happening, and "Women's Lib" became a household phrase connoting irrational demands rather than a painstaking search for answers to injustice.

College campuses, fortunately, afforded greater opportunity for dialogue that could illuminate the diversity of views among women's liberation adherents. Female faculty members and graduate students began zealously examining their status and airing their discontents. Campus perpetuation of stereotypes highlighted the need for new courses.

Demands for the introduction of Black and Chicano

studies set a precedent for moving ahead despite administrative and academic uncertainties and eased the path for introduction of women's studies—a curriculum expansion that will undoubtedly be felt in high schools and elementary schools.

Textbooks and other children's literature as well as radio and TV programs are under examination in various states by both voluntary and official committees, spurred on by feminist criticisms of the traditional definitions of masculinity and femininity that permeate both writings and illustrations. (For example, a bill before the California legislature would require that texts used in the public elementary and secondary schools include "accurate portrayals of both men and women in all types of roles, including professional, vocational, and executive.") As a result, teachers will undoubtedly have more appropriate teaching materials and more motivation to offer students a broader conception of male and female roles—from kindergartners' show-and-tell to term projects in college, from seating arrangements to career stories.

On many campuses, student initiative brought women's studies into existence. Faculty support, pressure from women's caucuses of professional organizations, and the general demand for relevance all speeded up establishment of women's studies. But the strength of students' demands and their untiring efforts to convince hesitant faculties and administrators were the outstanding factors.

Deciding which courses now being offered are "women's studies" is not always easy. Courses in the past rarely focused exclusively on women, but many extensively considered the roles of women both here and abroad. Sociology of the Family, widely offered in American colleges in the past two decades, is one example. It might be said that women's studies in various colleges both built on past curriculum offerings and stimulated greater focus on women in many courses not formally designated as part of a women's studies program.

By the fall of 1970, San Diego State had set up within the College of Arts and Letters a formal Women's Studies Program. In addition, various departments continue to offer traditional courses in which women's images, needs, and activities have constituted an important aspect of study, such as Human Sexuality, Family Interaction, Contemporary British Literature, and World Drama. Further courses have been redesigned to emphasize the role, status, and potential of women.

When colleges try to set up formal programs of women's studies, they often face problems of funding and administration. These include the creation of new faculty positions, the lack of tenure in some instances on the part of those most interested in heading up a new department, institute, or center, and the relationship of the new administrative unit to the previous system of majors, credits, and credentialing. As a result, even where an institution offers a large number of new courses, as at Cornell University, they may be scattered in many departments. What united these dispersed courses at Cornell in 1970-71 (Evolution of the Female Personality: History and Prospects; Women in Education; the Representation of Women in Literature; Women and Society; the Sociology of the Female Labor Force) was the spirit of Cornell's Female Studies Steering Committee rather than its formal status in the University.

In contrast, the program of women's studies at San Diego State had two-and-a-half faculty positions allocated to it in its first year, 1970-71, enabling it to offer 10 courses each semester: Socialization Process of Women, Self-Actualization of Women, Contemporary Issues in Women's Liberation (two sections), Women in History, Women in Literature (Part I on women characters and Part II on women writers), Human Sexuality, Status of Women in Various Economic Systems, and Women and Education. The same allocation for 1971-72 permits 10 courses to be offered again, with some changes in titling and content.

Most colleges and universities that do have women's studies offer a single course, or at most two, rather than a whole program. The list of courses on women for 1970-71 compiled by the Commission on the Status of Women of the Modern Language Association makes this point evident. Several departments offer the 66 courses included on the list, although English departments predominate. While the reading materials overlap to some extent, the variety of course design is most notable.

Some of the course outlines manage to convey the teacher's own sense of adventure in designing the new course. The same is true of some course titles: Woman as Hero, Daughters and Ducats, Sex and Politics, Feminine Personality, Linguistic Behavior of Male and Female.

Expansion of curriculum to allow a special focus on women's roles has brought with it a number of questions. One of these is whether or not men should be involved in women's studies. Some of the women who teach the courses and a number of the women students admit to feelings of frustration in having coeducational classes.

On the San Diego State College campus, these comments were heard: "You have to start so far back with the men. They are at points A and B while some of us who have been meeting in rap groups are much farther along in our reading and thinking. . . . Our education is intended to lead to action. Few men could be counted on to serve as activists for women's rights. . . . Some of the men enroll for amusement, to scoff, rather than for serious educational purposes."

There seems to be a positive correlation between a program's commitment to action and a desire on the part of its female participants to exclude males. However, even within the radical wing we find many divergent attitudes, ranging from a willingness to work closely with men to a view of man as the enemy from whom power must be wrested.

Another unresolved issue in women's studies is

whether the courses should be taught from a feminist point of view, and, if so, can men teach them? The definition of a feminist point of view may be difficult to arrive at, but it probably would include these assumptions: (a) Society tends to curtail women's opportunities for growth beyond the limits set by biology. (b) Stereotypes and myths about woman hinder her advancement. (c) Male-dominated historiography, social research, and literary criticism continue markedly to resist recognizing female contributions and talents as does academia in general. (d) Women have internalized negative appraisals of their sex, and this internalization leaves many with a poor self-image and a reservoir of rage, as well as lowered aspirations.

Feminists are likely to believe that the male cannot be as sensitive and perceptive as the female in examining the social forces and the literary and historical reflections of these forces that, through the centuries, have put women down.

Some women's studies courses proceed on this assumption and reveal the viewpoint in such titles as Exploring the New Feminism: A Feminist Analysis of Our Culture. Others set as their goals "to see to what extent women's criticisms are justified and to consider whether the presence of such chauvinism (if it does exist) does or should affect our final evaluation of the [literary] work." Still others seek to find out "how would one go about proving or disproving these assumptions concerning women."

Some women's studies programs, such as the one at San Diego State, seek only teachers who have both academic credentials and involvement in women's causes off campus. Others stress academic qualifications only.

Although women now teach most women's studies courses in coeducational institutions, it seems that men teach the majority of such courses offered at several women's colleges. What actually happens when men rather than women teach? Does this hamper the consciousness raising that is a side effect of women's studies? A feminist might look at the outline of a course taught by a male, note his characterization of Mary Wollstonecraft's famous essay as "the first significant outburst by an Englishwoman," and demand to know whether he would dub John Stuart Mill's essay an outburst.

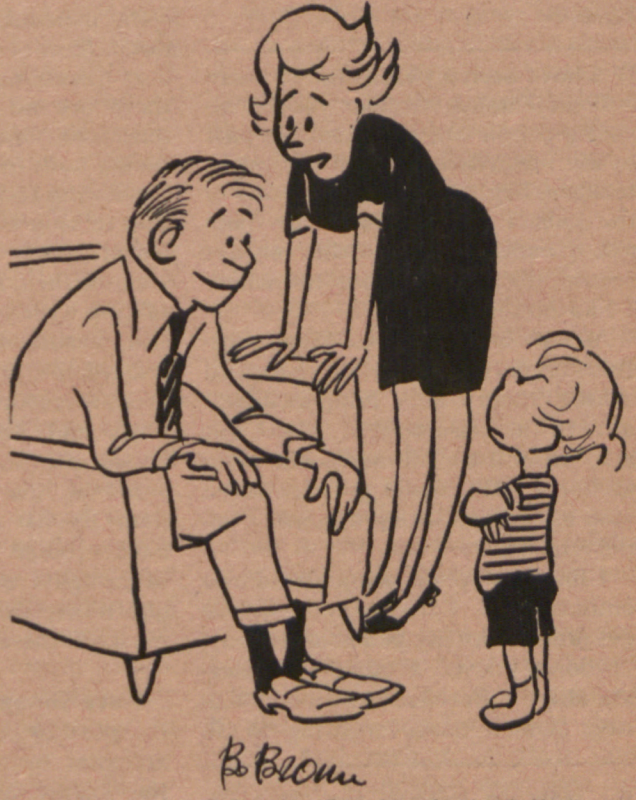
What is the future of women's studies courses and programs? Certainly, initial misgivings about them have diminished greatly. New research has been generated, and in the 1970's we can expect to see master's and doctoral dissertations that "search for the lost sex" in historical documents, government statistics, anthropological studies, works of art, and theoretical assumptions. These will enrich the course materials available.

Publishers have been hastening to meet the demand of women's studies courses with reissues of classics and numerous anthologies bringing together conveniently the articles on women that have appeared in women's liberation as well as professional journals. Hundreds of extension programs throughout the United States are now showing an interest in women's roles. Universities (through continuing education for women and agricultural extension programs) and state and local family-relations organizations have encouraged workshops, daylong institutes, exhibits, and related activities that focus on women's changing roles.

These developments are likely to encourage more colleges to offer women's studies. As yet no college has instituted a major in this field. Even the most developed program (in size if not in innovative course design and teaching techniques), that at San Diego State College, offers its 10 courses as electives that satisfy requirements in a number of fields. Moreover, there are still problems of articulation among courses, and sequence is largely a matter of chance.

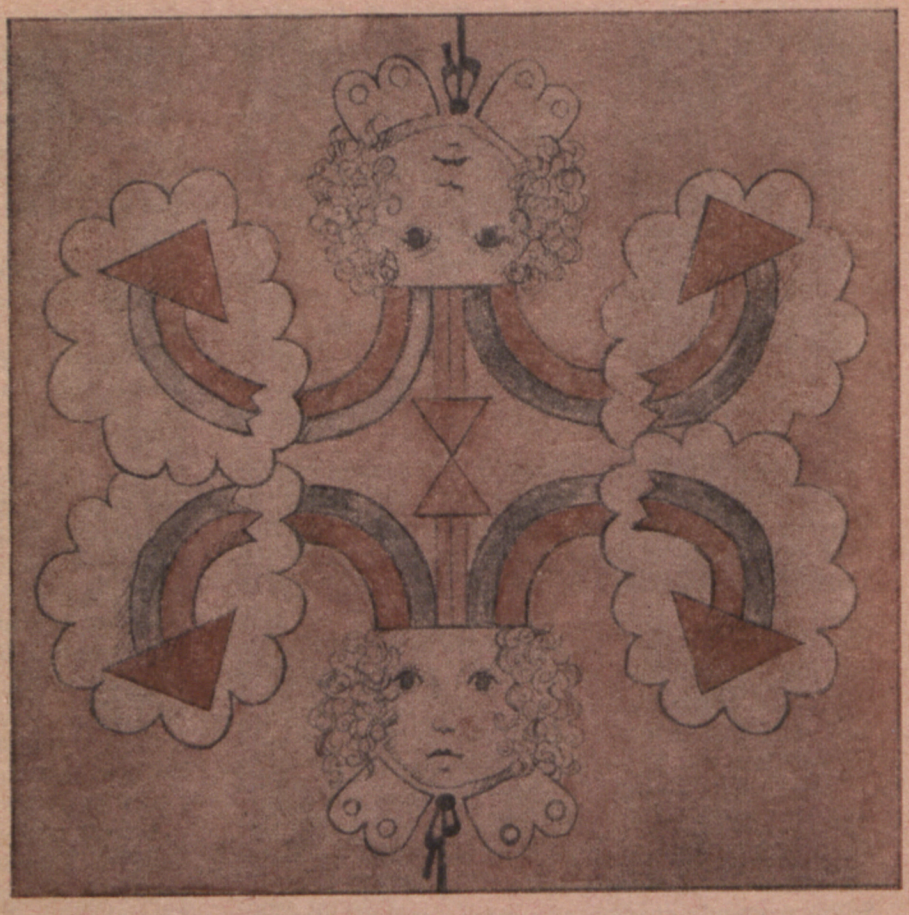
Graduate courses are yet to come, although a breakthrough is evident in the one-year, action-oriented M.A. program in radical feminist studies at the Cambridge-Goddard Graduate School of Social Change (a branch of Vermont's Goddard College, located in Cambridge, Massachusetts). Seminars this year will include feminist history, cross-cultural studies of women, socialization to sex roles, women and the media, women and the law, feminist psychology. Additional topics will be added as demanded.

Almost certainly, from now on, U.S. campuses will have to abandon their original tendencies to offer relatively little on women's roles. We can hardly expect, however, any easy resolution of the issues still in question. □



"Guess what he learned on the first day of school. He learned that the other kids get allowances."

Are You Listening to or Talking at?



CHARLES F. GREINER, *English and film teacher, Patchogue-Medford High School, Patchogue, New York.*

□ **I have been a parent for 19 years** and an English teacher for 20, so young people are very much a part of my life. When I was a beginning teacher, I spent every day talking *at* the kids. I was afraid to let them ask questions because they always seemed to ask questions for which I had no answers.

As soon as they realized that questions embarrassed me, they stopped asking them. This happened not only in the classroom at school but also around the dining room table at home. (When did *your* children stop asking questions, and more important *why*?)

I finally stopped being afraid and embarrassed. I discovered how to get down from my pedestal and say, "I don't know." I came to understand the difference between education (which has everything to do with questions) and indoctrination (which has nothing to do with them). I resolved to encourage kids —my own included—to raise questions. Moreover, I learned that the best questions are those for which there are no answers—only more questions. Gradually, I stopped lecturing both in the classroom and at the dining room table. I discovered that talking *with* is better than talking *at*.

Since then, I've spent a lot of time talking with young people. I've read and discussed with them some of the world's greatest literature, and great literature deals with profound ideas and deep feelings and universal questions.

During the past 20 years, more than 100,000 student compositions have crossed my desk—thousands of thoughts and feelings, and lots of questions, most of them private, most of them sincere.

Have young people changed over the past 20 years? Are they selfish, arrogant brats bent on destroying the family and the community—even the nation?

Yes, I suppose there are some life destroyers among the young. They begin by beating up smaller kids on the playground, and eventually they fall in love with a powerful car or someone like themselves. They spend their lives searching for people they can feel superior to and if they cannot find any, they invent them. There are, indeed, young people who have lost the capacity to feel anything but hate and envy. But their numbers, it seems to me, are decreasing.

I'd like to think the schools had something to do with the decrease. But I'm afraid that the humanizing influence of the public school is not much better now than it ever was. In fact, when we moved from the small-town schoolhouse to the gigantic suburban complex, we left some important things behind. When education became big business, big business methods were adopted to insure uniformity of the product: standardized tests, standardized curriculums, standardized exams, standardized teachers, and an ever-expanding hierarchy of administrative specialists.

For more on listening see "Shut Up, Teacher" by Karen Drury Norris, page 46.

Many communities have turned their schools over to efficiency experts: the time-study men, the orderly human calculators who deal in numbers, in graphs, in charts, in percents. Computerized education is much like computerized food—quick, cheap, easy to prepare and serve. It is also bland, synthetic, and monotonous. Of course, schools have seldom been terribly exciting. Perhaps they just seem drearier now because so much tedium is concentrated in one place.

New math and science programs have contributed to the development of new missiles, but what about the development of the new value systems? The school can claim no more credit for this than can the church or the home.

I recently asked several hundred high school seniors from an average, middle-class community to tell me in writing whether they were satisfied or disenchanted with the educational system in which they grew up. As you might expect, no one was satisfied. Their answers are what you might get from your own children. Listen.

• "Frustration can be seen all around—in the destruction of school property, cutting of classes, and general disinterest in what's going on in the classroom. The situation is like a gas leak. The gas collects—still harmless but with great potential for danger. Then there's a spark, and suddenly it's too late."

• "The stories my father tells me about when he went to school remind me of my own school life. In all this time, nothing has changed but the buildings!"

• "For 12 solid years I've put in my time in school. What have I accomplished? Practically nothing. I've spent these years memorizing a bunch of facts and worrying about grades. When I'm faced with an everyday problem, I go to pieces trying to put it into mathematical notation or likening it to some historical event. Have you ever tried to pop love, hate, or nature into an equation?"

• "I was very interested in art but was told there was no room for it on my schedule. So I offered to give up my lunch period. But that was against school regulations. The school system stifles a student's interests instead of encouraging them."

• "Grades are the real problem. A student is told he's stupid and won't get into college unless he gets high grades. Why would any normal, red-blooded American teen-ager want to go to a place for six hours a day, five days a week, nine months of the year when this is the only view of life he hears?"

• "I want to be a teacher because I want to do a great deal to change the way we learn in school. I will want my students to learn, but more than that, I will want them to *want* to learn."

• "Why can't educators see that students only learn things they're really interested in? Instead of standing on chairs and breaking up the principal's office, students quit school. Soon, maybe, they'll stand up on chairs."

• "Compulsory attendance laws should be changed to let students leave school when they want and return when they feel they need or want what the school has to offer to them."

• "What is education? Is it memorizing a lot of facts and scribbling them back on a test? Is it raising your hand to speak and sitting in neat, straight rows? Is it a mark on a report card? I don't think so. To me, education is to become involved in learning—to reach in and scoop out as much as you can."

• "My school gives each student an identification card. On the back of the card is our school motto: Make the Most of Your Best. One day I had an idea for a new song, so rather than go to gym class as scheduled and lose this idea, I went to the music room to transfer it to the piano. Since I plan to major in music, I used our school motto to justify my decision to skip gym.

"Later, after I was caught and charged with 'first degree skipping with malicious intent,' I recited our motto as justification for my action. I was told 'The motto applies only to classroom work and is not to be abused.'

"This raises a big question in my mind. How do I apply my school motto in gym class when all I want to do is write a song?"

I cannot object, as a teacher or a parent, to these expressions of the need for change in our schools. Today's students want education that's relevant and interesting. They want freedom and responsibility in making choices, and the tools to implement their own learning experiences. They want awareness and sensitivity—to be involved in education that deals with feelings.

There is evidence everywhere that young people are building solid foundations under what were once impossible dreams. They are asking new questions and questioning old answers. Moreover, they are moving toward a life-style that is more natural and less disciplined, more cooperative and less competitive, more spontaneous and less calculating, more open and less inhibited than that of students in the past.

Although their life-style is bound to influence ours, it is impossible for us to abandon the old and embrace the new. Yet we can try to become more aware and involved and curious and concerned and kind. We can try to understand their conviction that life is love.

Many of us made great sacrifices to give our children more *things.* And we asked them to equate "the good life" with the accumulation of things. We've told them repeatedly that the way to this good life is through good grades, a good college, and a good job.

Now they are telling us that awareness and involvement are more important than marks on a report card. They are asking for the freedom and the responsibility to make choices about the direction their own lives will take. They are telling us that if the world is to become a better place, it has to change and that much of this change must occur in the schools. And finally, they are saying that *things* are not enough.

Now it is our turn to shout and become indignant. Yet the knowledge that things are not enough may be the greatest gift we have given them! And perhaps in their own awkward, stumbling way they are trying to tell us just that. Listen! □

The Parent-Student-Teacher Triangle

GEORGIA B. MOELLER, *a social studies teacher at Hayes Junior High School, Albuquerque, is the mother of three grown daughters.*

□ **From the day he enters kindergarten until the day** he receives his high school diploma, the student is caught up in the complex parent-student-teacher relationship. From an educational standpoint, he must be the center of the relationship and, at its best, this position at the center can provide him support that will allow and stimulate intellectual and emotional growth. At its worst, his position at the center can really mean being caught in the middle, an unenviable position for anyone.

The parent and teacher each has his own unique view of the student. Using these views in a cooperative way can support and stimulate the successful student, can enable the parent and teacher to foresee possible difficulties that may develop in the future, and finally can help solve presently existing problems.

For the parent-teacher relationship to work in the best interest of the child, it must be based on some firm but quite simple principles. First, the parent and teacher must put aside their own concerns and focus on the well-being of the child himself.

When either teacher or parent forgets he is searching for a way to help the student grow into a mature, self-confident adult, unproductive and time-consuming "blame sessions" are likely to ensue. The parent whose child has difficulties can produce many convenient scapegoats, such as an absent father, the child next door, or last year's teacher.

Taken individually, the symptoms of an emotionally disturbed child often seem insignificant, and a teacher's detailed account of the child's behavior may give the impression that the child is an unbearable irritation to the teacher. The parent leaves the conference determined to persuade the child that he must not annoy the teacher so much, again skirting the issue of what is actually needed to help the child. What was not intended as a blame session is mistakenly interpreted as one.

Then there is the delicate matter of mutual honesty. Sometimes a teacher is afraid to speak openly to parents who are influential or perhaps he is reluctant to admit not having noticed a problem. There is the case of the child who was happy in sixth grade but who suddenly hates junior high school. Though her grades are not failing, she has developed seven o'clock headaches and resists all parental efforts to find the problem. The parent doesn't want reassurance that Mary is a fine girl and an outstanding student. He wants and deserves to know what is wrong; and if the cause is school-related, he needs an attentive and interested teacher who will, if necessary, do some detective work.

Parental dishonesty can take many forms and when the teacher recognizes it, there is an inevitable loss of respect that may unfortunately in a subtle way have some carry-over in his attitude toward the student. For example, the smooth, successful father breezes in for a conference, obviously taking time from a busy and important schedule. He holds the teacher's hand for a lengthy interval, smiles deeply into her eyes, verbally admires her dedication and devotion to the "young," and is sure Bob's grade will be a B instead of a C- next report card time.

Puzzled innocence is common. The parent comes to see the teacher when the teacher has expressed real concern about a child's inability to establish any friendly relationships with his classmates. The parent assumes a puzzled expression and claims to be completely surprised, because "Jim has always been such a popular child"—this with Jim's folder lying on the teacher's desk telling a different story.

In many instances, a teacher's aim must be to help a parent, wary from several years of ego-shattering sessions, lower his guard so that he can speak with freedom and honesty. The teacher will see many disguises requiring sympathy and understanding.

Finally, there is the problem of communication between parent and teacher. It is the teacher's responsibility to make sure that he speaks in clear, simple terms perfectly understandable to the parent. "Aggressive tendencies in his peer group" may mean almost nothing to a father who understands simple English imperfectly. A teacher speaking glibly of "behavioral objectives" has boggled the mind of more than one parent. Whether well-educated or not, a parent may be embarrassed to admit not knowing a term the teacher uses so familiarly; and let's face it, many of even the commonest educational terms are never going to become familiar terms to the layman.

Both parent and teacher will communicate more effectively if each is tuned to understand the tactful statement's real meaning, the suggested home situation perhaps too painful to discuss freely, or the teacher's wish to soften an unpalatable fact. It is just as important to remember that communication becomes impossible in the midst of anger and recrimination. Both parents and teachers share the responsibility of avoiding stormy emotional scenes.

Parents and teachers have always found ways to further a cooperative friendly relationship. Many suc-

cessful parent-teacher teams have found it helpful to get to know one another before there is a real need to meet. At the beginning of the school year, one mother regularly invites her children's teachers, along with a few neighborhood friends, for coffee, making a point to get acquainted as adults and even avoiding children as a subject for conversation. One teacher asks help from a different group of mothers for holiday celebration help rather than using the same committee for an entire year. In this way she has an opportunity to get to know more of her students' parents.

When parent-teacher conferences are called for, much can be done to set the scene for a productive meeting. Meetings that deteriorate into blame sessions can sometimes be traced to nothing more than unfortunate environmental situations. Distractions to both parent and teacher need to be minimized. A parent headed for a conference with a teacher will do well to leave an active toddler with a baby-sitter. If this is impossible, a quick-thinking teacher will provide some diversion for the small child, who inevitably grows restless.

An overtired teacher is likely to lead a less-than-successful discussion with an anxious parent. Often conferences are scheduled immediately after the close of the school day and, heaven forbid, on Friday afternoon. Fifteen minutes in the teachers' lounge with a cup of coffee might rescue more meetings than can be imagined.

A perceptive teacher realizes that even the parent who comes for regular progress reports relatively certain that his child is doing well in school is usually rather nervous—particularly when meeting a teacher for the first time. This nervousness often approaches panic in the parent who comes to discuss a child in trouble. The seasoned teacher is well aware of these feelings and will attempt to relieve the tension before initiating a discussion of the major reason for the conference.

On the other hand, a beginning teacher may experience moments of near panic upon meeting parents, and in this case the parents, understanding his feelings, can likewise help put him at ease. The successful parent-teacher relationship is always marked by great sensitivity, one toward the other.

Home and school share almost equally in the development of children into stable, self-confident adults able to face the complexities of today's world. Since neither parent nor teacher can accomplish the educational task alone, each must resolve to devote himself to the most creative cooperation possible, in this way making the parent-student-teacher triangle one of extreme excellence. □

Valley View's 45-15 Year-Round School

STEVEN C. THOMAS, *social studies teacher, Valley View (Illinois) School District 96, and president, Educational Association of District 96, an NEA affiliate.*

□ **Schools across the country are now moving to meet** the challenges of the 70's. One bold innovation has taken place in Romeoville, Illinois—a new, fast-growing community located 35 miles southwest of Chicago. Valley View School District 96 now serves the educational needs of 7,000 students in grades K-8 with its special version of a continuous, year-round school, known as the Valley View 45-15 Plan.

What causes a school and a community to take such a step away from tradition? In 1953, five one-room schoolhouses with a total enrollment of 89 pupils combined to form Valley View School District 96. The new district encompasses 41.5 square miles, making it one of the largest elementary school districts in Illinois. Today enrollments have reached 7,000, and half of that explosive growth has occurred in the past five years.

In 1968, the teachers, administration, and school board realized that 1970 would be a critical year for District 96. Our local education association joined in voicing concern. Committees were formed and teachers were actively engaged in studying the problems facing them.

Young urban families moving to the suburbs were increasing the school population of District 96 at the rate of 500 to 600 pupils a year. Also, 1970 was the year for mandatory kindergarten legislation to go into effect. Problems were further compounded by the fact that the district had reached its bonding power limit and could not legally raise taxes again to build new classrooms.

The board of education decided it had three alternatives:

It could institute double shifts. This would solve the problem temporarily, but the community had objected to double shifts tried in the past.

Another possibility was to place more children in each classroom, but overcrowded classrooms with 50 to 60 pupils are not educationally desirable.

A third alternative called for setting up some type of compulsory year-round school system that would make better use of existing facilities. The board decided this offered the best answer, and our local association became involved in investigating and designing a year-round school plan to meet the needs of our school system.

In the fall of 1968, the board mandated that a sound program be designed for full utilization of all existing buildings on a 12-month basis. Investigation of existing year-round programs and literature on the subject made it clear that no programs then in operation would fit the needs of the Valley View District. The administration felt it could not afford to extend the number of instructional days per student, nor did it think the community would be receptive to a four-quarter plan, which would mean that a fourth of the pupils would have a three-month winter vacation.

After two years of study, the Valley View 45-15 Plan was launched on June 30, 1970. This plan, a compulsory education system for all pupils in the district, calls for a 45-day (nine-week) learning session followed by a 15-day (three-week) student vacation. The 45-15 attendance pattern is repeated four times throughout the year.

Students are scheduled into four groups on a geographic basis in order to permit brothers and sisters and neighborhood friends to go to school and have vacations at the same time. The groups are staggered so that only three groups attend school at once, thus reducing the enrollment at any particular time by one-fourth.

The four groups always stay in the same order of rotation, and each group attends classes 180 days during the calendar year. All students have traditional holidays simultaneously, and this past year the schools were closed for about 10 days in late June and early July for maintenance repairs and calendar adjustments.

What effect does the 45-15 Plan have on space utilization? This question is of prime importance, since the entire program was designed for better use of existing facilities.

The plan gives the district one-third more space. Because the schools are open 240 days a year instead of the traditional 180 days, present buildings are in use one-third more of the time. This means that for every 30 classrooms used there's the space equivalence of 40 classrooms.

Nevertheless, because our school population is growing so rapidly, new buildings will have to be constructed to accommodate these children. Yet for every three new schools built, the district will have the space equivalence of four buildings because of the longer school year.

The immediate effect of the plan, then, has been to solve overcrowded conditions in the six schools in our district—eliminating the need to shorten the school day or have extra-large classes. However, the plan has proved to be only a temporary solution of the overall

problem. Because of the great student growth rate in our district, some schools are overcrowded this year.

What effect does the 45-15 Plan have on student learning? At the outset, we estimated that student learning would be at least as good as it had been in the past. We have no raw data available at this time to substantiate this thinking. However, some observations can be made.

Students have adjusted well to the new type of schedule. Because the long summer vacation no longer exists, teachers have fewer problems in getting students back into the groove after they've been out of school. Shorter vacations mean fewer adjustment problems when students return to class.

Moreover, because students now spend fewer days in school before they have a vacation, they seem to experience less boredom and restlessness than formerly. Many skeptics of the 45-15 Plan had predicted that three-week breaks might affect the children adversely, but up to this point in the program, at least, the 15-day vacations seem to help students.

On the other hand, it is now becoming clear to both teachers and parents that having one group of students in class for nine weeks is undesirable from several standpoints. Many teachers have a new group of pupils every nine weeks. At the junior high level, students may have as many as 24 different teachers during the year.

Naturally this restricts the teacher and the students as far as interaction, flexibility of curriculum, individual help, and recognition and correction of weaknesses go. Teachers find it difficult to provide the extra training some students need beyond the nine-week period. The most distressing part of the system is that the student-teacher relationship has become very impersonal.

Teacher fatigue is also a serious problem. Although many people shunt this to one side and say it is a condition brought about by individual and psychological differences, fatigue is becoming a factor in teacher effectiveness and performance. The extended teaching period, shortening of traditional school vacations, and the absence of the three-month separation from the classroom are having adverse effects on teachers.

What effect does the 45-15 Plan have on teacher salaries? One of the selling points for this plan was the opportunity for teachers to work all year round and thus to increase their salaries. Year-round employment means one-third more income.

Also, the plan makes it possible to offer several different contracts. Essentially there are five basic ones—180 days, 210 days, 225 days, 240 days, and 270 days (the last is possible for an individual only every other year, as it is essentially a 14-month contract). The length of an individual contract depends on when the teacher begins and ends his year.

In other words, a teacher now has a choice as to when and how long he will be in the classroom during a given school year. If he chooses to teach for more than 36 weeks, he does not have to worry about summer employment but he may experience fatigue, which can affect his teaching performance. Moreover, the teacher who would like to study during the summer months may find it more difficult to do so.

What effect does the 45-15 Plan have on services? One obvious advantage is the fact that all school facilities are open to students and the community all year round. Such services as libraries, the multimedia department, and closed circuit television are now utilized for 12 months rather than nine.

Our transportation system has been streamlined by scheduling pupils for school in neighborhood groups. The same number of buses carry more pupils more miles. The district has realized some savings in bus transportation because even though the enrollment has increased, we are still using the same number of buses. Without 45-15, many additional buses would have been necessary.

Special education services for the educable mentally handicapped are scheduled in the same way as for regular students. All other services maintained by a school during a normal nine-month period were kept intact and extended for the 12-month school year.

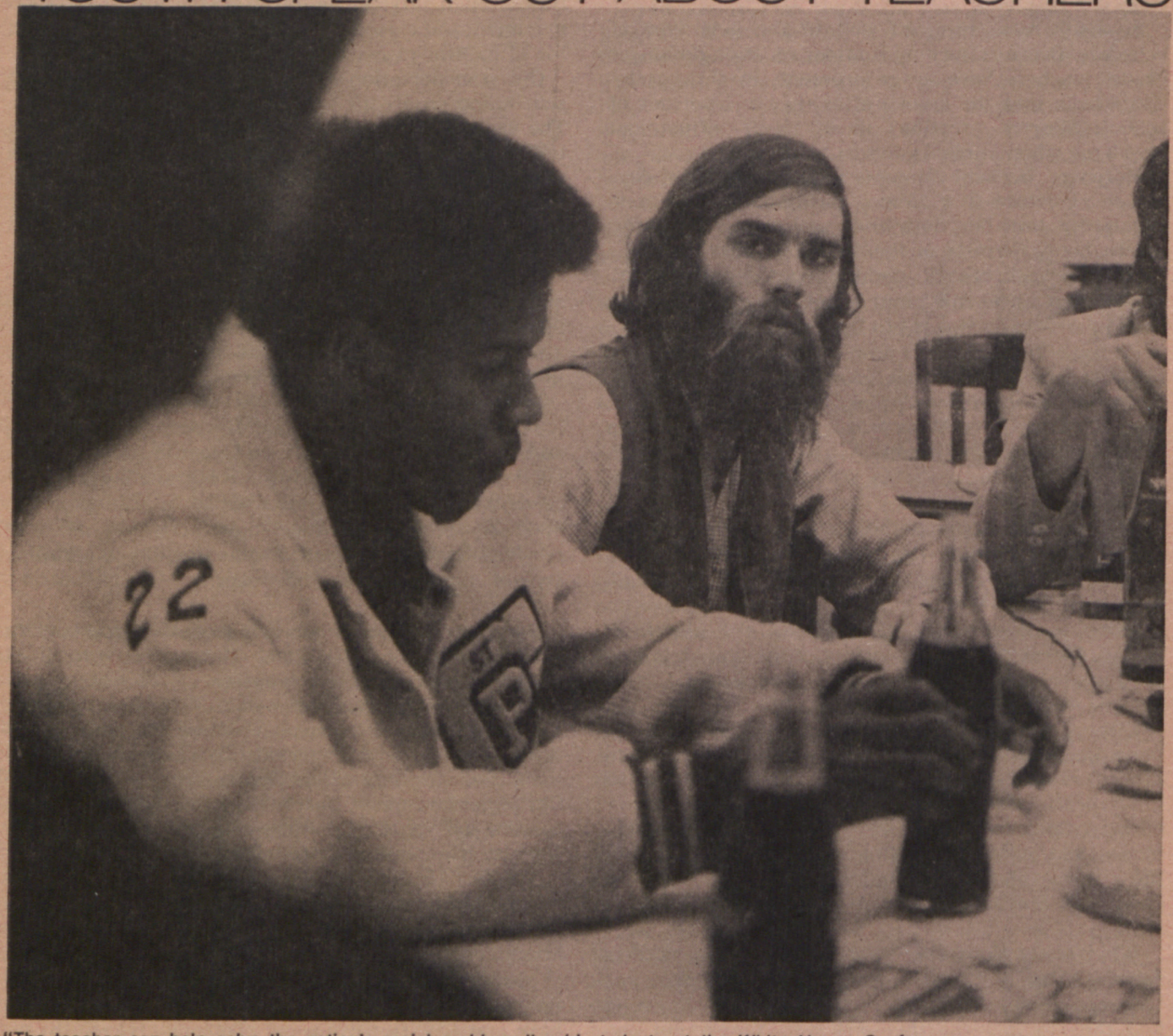
What effect does the 45-15 Plan have on curriculum? No reduction has been made in the curriculum offered, and little change was necessary. In the past, the curriculum was based on units at each grade level; report cards went home every nine weeks. Initiation of the 45-15 Plan called for only slight revisions and unit rescheduling to make both the curriculum and grading system adaptable to the new plan.

We have experienced a number of other problems in carrying out the 45-15 Plan. The calendar itself—a unique and complex organization of school days developed for District 96—has caused some difficulties. Vacations under the new plan are not the same as traditional school holiday periods. Last year classes were in session the day after Thanksgiving and between Christmas and New Year's Day. This year (1971-72), classes will again be in session on the day after Thanksgiving and on Christmas Eve, December 24.

The fact that school is in session at these times restricts family travel for both students and teachers—disrupting personal and family plans for both. Student absenteeism during these dates is greatly increased, showing that many parents still observe traditional holidays regardless of the 45-15 Plan. However, we have managed to solve some problems. Hopefully, we can eliminate the others.

This look at the Valley View 45-15 Plan gives an indication of the changes being made to solve some of the problems in education. The plan was developed to meet the special needs of one particular community in Illinois. It in no way represents a panacea for those seeking solutions to their problems in other communities across the nation, but it is an example of a workable year-round school plan—complete with problems yet to be solved—that may indicate a future trend in education. □

YOUTH SPEAK OUT ABOUT TEACHERS



"The teacher can help solve the nation's racial problems," said students at the White House Conference.

CAROLYN BOIARSKY, *(instructor at Bradley University, Peoria, Illinois) coordinator, and* **NELDA PEDERSEN,** *consultant, Education Task Force, White House Conference on Youth.*

□ **The school is comparatively new and modern in** design. A large lawn, where students congregate before and after classes, surrounds the building. In the rear is a large football field, which is always filled to capacity during football season, just as in the winter the large gym is always jammed with fans for basketball games. Inside, students sit quietly working at their desks, listening to the teacher lecturing about the battles of the American Revolution or Macbeth or the Pythagorean theorem.

This is a typical picture of many small-town high schools today. Marshall High School is such a school. Located in the heart of the Illinois farmlands, the school has a population of approximately 500 students, all of whom are white. Because the area is a rural one, most of the students are bused to and from school.

Far away in a small mining community in Idaho, Kellogg Senior High School bears a close resemblance to Marshall. Six hundred students attend and, except for a few Mexican Americans and a single Indian, they are all white. On the other side of the country in Hackettstown, New Jersey (a middle-class, rural community that has some small industry), about 800 white students are enrolled in Hackettstown High School—a school which appears to have been drawn from the same architect's pad as Kellogg.

These schools represent only a small portion of the thousands of small-town high schools scattered throughout the United States. They are also almost untouched by racial disturbances, drug problems, and student protests. The majority of the students are members of 4-H and Y-Teen clubs. They are active in sports and involved in church activities rather than in civil rights or antiwar movements.

These schools appear to be the epitome of Small Town, USA. The students are the children of the "silent majority" and on the surface seem satisfied with the status quo. However, a survey, conducted by the White House Conference on Youth in cooperation with the Future Teachers of America, indicates that students in small town secondary schools are not satisfied with the educational system as it presently exists. In fact, their criticisms of the schools and their suggestions for improving the system are surprisingly similar to those made by more radical and vociferous students.

The survey (sent in November 1970 to FTA chapters in public and parochial high schools throughout the United States) endeavored to determine what secondary school students believe should be done to improve four areas of concern in the educational system. The questionnaires requested students to recommend ways schools might (a) provide for student participation in decision making, (b) offer relevant educational programs, (c) provide equal educational opportunities, and (d) help dropouts and potential dropouts.

Approximately 400 chapters in 45 states responded to the questionnaire. The majority of the responses came from small-town high schools. FTA chapters used a wide variety of techniques to obtain answers to the questions, including small-group discussions involving two or three FTA members; an entire meeting devoted to the questionnaire; and a day-long "mini" White House Conference on Youth in which outside speakers, faculty members, and the whole student body participated.

According to the students who responded to the survey, the single most important factor in their education is the teacher. In Riverside, New Jersey, where English classes at Holy Cross High School filled out the questionnaire, the majority of the students concurred with this. They indicated that some of the necessary qualifications for a good teacher are open-mindedness, adequate knowledge of subject matter, an understanding of the problems of teen-agers, and genuine interest in schools, and in youth.

At Angola High School in Indiana, the Hi-Y, Y-Teens, National Honor Society, and the FTA chapter cooperated in conducting the survey. Their findings included the following statement: "When the student believes that there is genuine interest in him, he is more apt to respond with interest and diligence. Students do not work well when they feel that they are being educated through a mass production process."

At Kellogg Senior High School, where a schoolwide meeting was held to discuss the survey questions, students reported: "We have many complaints about teachers. The students feel that some teachers don't try to identify or communicate with students. They [the students] point out that the job of teaching carries many responsibilities that some teachers won't face up to."

And at another schoolwide meeting, this one at the Sparks Senior High School in Nevada, students concluded: "The administrators and teachers should be interested in the students, not in personal 'gain.' Educational standards of both administrators and teachers should be higher, and they should be more cognizant of what is going on in the community and the world. Teachers should be required to take courses continually which are relevant to today's students and today's problems. . . . Too many teachers put too much emphasis on grades and conformity and not enough on the process of learning."

In all parts of the survey, students repeatedly requested that schools hire teachers who are interested in them as individuals. On the question of student participation in educational governance, the students emphasized the importance of improving communication between themselves and the faculty. They suggested methods for accomplishing this goal, ranging from establishing a formal student-faculty committee to holding informal student-faculty discussions as often as needed.

In offering suggestions for ways in which the schools could provide a relevant education, students commented that teachers should have adequate training in their subject and that they should be aware of new developments in their field and in the latest teaching methods.

When students recommended ways to achieve equal educational opportunities for all pupils, they again pointed to their teachers as the vital factor in accomplishing this goal. Some students suggested that the pay for those teaching in underprivileged areas be increased to entice more qualified teachers to those communities. And in responding to the section on dropouts, students again reemphasized the importance of the teacher, who, they say, should be understanding and sympathetic. As in their comments on equal educational opportunities, students charged teachers with neglecting the noncollege-bound pupil, thus contributing to the likelihood of his becoming a dropout.

Because of the importance of the teacher in their lives, students emphasized that they should have some control over who teaches them. They recommend that

they have some say in both the selection and firing of teachers and that teacher tenure be reviewed periodically to ensure that teachers are understanding and youth-oriented.

The Education Task Force for the White House Conference studied the results of the FTA survey for inclusion in its Advisory Report to the Conference, which was held in Estes Park, Colorado, in April 1971. During its deliberations, the Task Force recognized that the teacher is as much a victim of the system as the students. Most teachers want to give students the kind of individual attention they need but are usually prevented from doing so.

The Task Force concluded: "Teachers in inner-city schools find themselves forced to act more like policemen than scholars, and teachers in suburban schools find the insolence and lack of respect they receive from their students insufferable and demeaning. In addition, oversized class loads and nonteaching assignments, such as lunchroom duty, make effective teaching an almost impossible task."

In considering the present dichotomy between students and teachers, the Task Force stated: "Teacher education must prepare the teacher and potential teacher to understand himself and his students, to cope with the present difficult school situation as it really exists, and to instill within the teacher the motivation and knowledge of how to improve the situation. Competence in both academic and vocational instruction must combine knowledge and skill in the field with high teaching performance."

To achieve this goal, delegates at the Workshop on Teacher Education envisioned a "total learning community in which students, parents, faculty, administrators, interns, paraprofessionals, and the outside community are involved in the real decision-making process." They recommended that teacher training be removed from the teacher-preparation institutions to the public schools "where the training of the staff would be centered on student learning."

Other task forces for the Conference also recognized the importance of teacher training. The Task Force on Race and Minority Group Relations recommended that "workshop type courses concerning learning of different cultures be made available and be required of *all* teachers returning to universities for required additional credits." The Task Force on Poverty suggested that "a Teacher Internship Program be established for residents of poor areas. While they are being trained, all persons would receive adequate living allowances. They would work with children, not as mimeograph operators or secretaries. Training, which would lead to full professional status, would include credits for life experience, work experience, and regular academic courses."

Despite television, computers, and the rest of the technology that has found its way into the classroom, the teacher remains the single most important element in a student's life. If the educational system is to respond to the cries of students, the schools must change so that the teacher can once again fulfill his role as tutor, scholar, and friend. □

Shut Up, Teacher!

□ **Have you ever felt like shouting a brisk "Shut up!"** at your class? As a first-year English teacher, I experienced the urge every so often. Then, about Christmastime, I decided to aim this order at myself instead.

My casual, somewhat offhand approach to teaching and my lack of experience in the give-and-take of a normal classroom (my student teaching was in a reading lab) were leading me into a critical situation. Some of my classes were disorderly; homework failed to appear on time; discussions were tiresome and unimaginative.

It was then that my supervisor helped me to pinpoint my problem: an overactive jaw. Tapes of my classes proved his analysis correct. (Tapes are so painfully honest!) I not only explained too much, I even answered my own questions. Each student reply brought a "Good!" to my lips, although it was often an inaccurate value judgment. Obviously, I must nip my impulse to talk so much. My "Shut up!" campaign began.

The strategy included keeping a journal in which I logged daily experiences and recorded trends and progress. I also put a card carrying the slogan "Shut up!" (in Swedish) on my desk.

Of course, student discussion is of fundamental importance in any English class. I trained myself to ask a stimulating question and then to wait. Sometimes the waiting resulted in an uncomfortable quiet, but I learned that good answers don't always come to mind in seconds.

Although my plan required endurance in its initial stages, the longer I tried it the better it worked. If a question failed to bring any response, I repeated it. Still no response? In this case I stopped the discussion by saying, "Let's pick up this idea tomorrow. You can be thinking about it in the meantime."

One example of how well my strategy worked occurred at the end of a poetry unit. I had prepared a number of intriguing magazine photos which I hoped would suggest ideas for original poems. I displayed the pictures and explained to the class what I had in mind. When the class didn't react, I panicked and continued to expound ad infinitum on how the students should study the pictures and formulate ideas.

Later, an observer told me that the class was interested but needed time to think. My long explanation stifled all interest. When my next class came into the room, I made a short statement, showed the pictures, and then demanded silence for thinking. The results? Excellent!

On the basis of my experience, I urge other teachers to listen to their students if they want to enjoy them more. The teacher who remains silent to obtain initial results becomes more and more confident. He feels less threatened; he's more natural. He knows his students will listen to him because he has learned to listen to them. And *that* makes all the difference!

—Karen Drury Norris, *former high school English teacher, Rio Vista and Alhambra, California.*

Karen Drury Norris wrote at greater length on this topic in "Getting the Teacher to Shut Up" in *Teaching Strategies and Classroom Realities* edited by Mildred G. McClosky, © 1971. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Freedom To Learn at Wilson Campus School

GAIL PALMER, *associate professor, and* **ORVILLE JENSEN,** *assistant professor of education, Mankato (Minnesota) State College. Mrs. Palmer also teaches elementary level mathematics and Mr. Jensen, communications, grades K-12, at the College's Wilson Campus School.*

□ **"Hey, Russ! What are you gonna do with all that** equipment?"

"Check the pollution level of the Minnesota River right after homeroom. What are *you* doing today?"

"My space group is going into the simulated space module to work on our space math for a couple of hours this morning."

"Say, Carl, what's that rattling in that paper sack?"

"That's my next candidate for taxidermy class."

These exchanges between students at Wilson Campus School suggest something of the basic philosophy of the school: that children should make decisions concerning what and how they learn and that they should be allowed to set education goals for themselves.

Wilson is nongraded—the K-12 mix of students is a representative cross section of the student population of Mankato. The faculty is presently divided among four learning centers: Systems (mathematics and business education), Communications (language arts and foreign languages), Environmental (science, social studies, home economics, and industrial arts), and Creative (physical education and creative and performing arts). Each center includes staff capable of teaching students of any age, kindergarten through grade 12. The program at first was rather departmentalized, but our goal, which we are gradually achieving, is to have a single learning environment. By now, all students are able to do work in all the subjects traditionally taught from kindergarten to the twelfth grade, and all this work is done under the direction of only four teams.

In our latest transition, we merged intermediate, junior high, and senior high "English" with the media facilities. There are now no English or language arts classrooms for those students who function above a traditional second grade level in language arts. Rather, the staff who usually perform these duties work directly in the audiovisual and library areas, a more meaningful setting. (The media facilities still, of course, service the entire school, but the faculty members of the media facilities serve directly as members of the Communications Center.)

The flexibility at Wilson permits parent and student input into any phase of the program. This eliminates the frustration that many parents and children feel today because they have little voice in deciding what happens in school. Some parents and children would like to help plan *what* is learned; others are concerned about the *how* of learning; still others have strong feelings about the *when and where* of learning.

Teachers provide valuable input as well. But at Wilson the hours teachers devote to motivation and planning are spent where they make sense—face to face with the child and his parents.

To illustrate how our setup works, let's suppose that fictitious Perry Peterson is enrolling at Wilson for the first time. He arrives, as is required, with his parents. A staff member, assigned to him as a temporary adviser (Perry may later choose as adviser the faculty member with whom he feels most comfortable), will encourage him to spend three or four days acquainting himself somewhat with teachers and programs.

After this period of "window shopping," the adviser and Perry and his parents will meet to develop a program for Perry. The program the four of them plan may be formal: English, math, science, and so on. It may be interrelated. (For example, a topic, such as Space Center, can interrelate industrial arts for building a mock-up of the spacecraft, mathematics and "computer" for plotting the "journey," English for disseminating news of the journey, home economics for planning diet, etc. The "crew" might work with a single Space Center teacher or with several teachers, each helping in his own subject.) Or Perry's program may be partly formal and partly interrelated. It may consist of one topic of study in which he wishes to spend all his time for a few weeks, or it may include many topics.

The four of them also choose the teachers with whom Perry will work. After they jointly decide the *what* in general terms, they give similar attention to the *how*. In each topic Perry has four options. They vary from a completely free, do-your-own-thing program to a rigidly planned, closed program in which he must account for every minute of his time.

Next, Perry will visit each teacher with whom he has chosen to work. (His parents may attend these

conferences, too, if they wish.) Here they set specific goals that are appropriate to the option under which Perry has decided to work in a given topic. Each teacher whom he chooses writes these goals on a five-copy carbon set and immediately sends one copy to the adviser.

Soon the adviser will have copies of all the goals Perry has set for himself around the school. He may have set goals with any number of teachers—depending upon his interests. Perry and his adviser use these copies for conferences as they wish. Meanwhile, the subject teacher still has four copies from the set. If adjustments are mutually agreed upon, he notes them on the set.

Perry will probably confer once a quarter (we are a 12-month school) with each of his teachers concerning his accomplishments—affective, psychomotor, and cognitive. The subject teacher will record these on his carbon set and perhaps add additional comments in Perry's presence. He then sends the entire set to the adviser, who goes over each subject set with Perry and records comments he and Perry make about the accomplishments. Three copies of each set now go to the office; one is for the subject teacher; one, for the central file; and one (the Wilson version of a report card), for the parents. The adviser keeps the fourth copy.

Wilson encourages the student and his parents to confer with any teacher or group of teachers as they wish. The four work options, the topics of study, the choice of teacher, the goals within a subject, or almost any aspect of the program may be changed or continued when it is mutually agreeable to student, parents, and teacher. All these conferences take time, but some of it is time that has been traditionally spent in providing motivation, individualizing instruction, planning, and grading. The time is simply being spent in a more meaningful way.

Stimulants to thinking abound at Wilson. For example, on a book cart in the Systems Center, someone posted this little story:

Once we had two gerbils
Then we had three gerbils
Then we had five gerbils
Then we gave away three gerbils
Then we had seven gerbils.

Two eight-year-olds read the story and tried to follow the sequence. One said to the other, "I think some gerbils were added."

"No," remarked the other, "when they gave some away, they subtracted."

"Well, maybe, but still there were too many. Do you suppose they multiplied?"

Our students can choose to learn in a variety of ways: on their own, with a regular tutor, occasionally on a one-to-one basis with a teacher, or as part of large- or small-group instruction. Wilson also offers a variety of study sites. Many students are out of the building working at projects in the community. Some students study in the learning centers. Others work in the library, at home, in the student center, or in the halls. Each year a group goes to Mexico for a month or six weeks to live in Mexican homes and study in their schools. Mexican students likewise come to live in homes of Wilson students and attend Wilson for several weeks. (The only cost is about $100 for transportation, and each child who goes takes care of this expense.)

"Pass me the schedule. I want to see if Bongo Drums meets today."

"Wait a minute. I'm looking for my Cómo Se Dice class."

Conversation like this takes place each morning when the student meets in his homeroom with his adviser to plan his day according to what is offered on the teacher-controlled, schoolwide daily variable schedule, which is prepared one day in advance.

Holding daily homeroom meetings is only a small part of the work the teachers do as advisers. Students can ask any member of the faculty to be their adviser. Because the teachers accept as advisees only those students to whom they react positively, the adviser-advisee relationships begin on a highly favorable basis. (Our staff members are so diverse in personality that we have never had the problem of a child being turned down by every teacher he asked.) Many students keep the same adviser year after year.

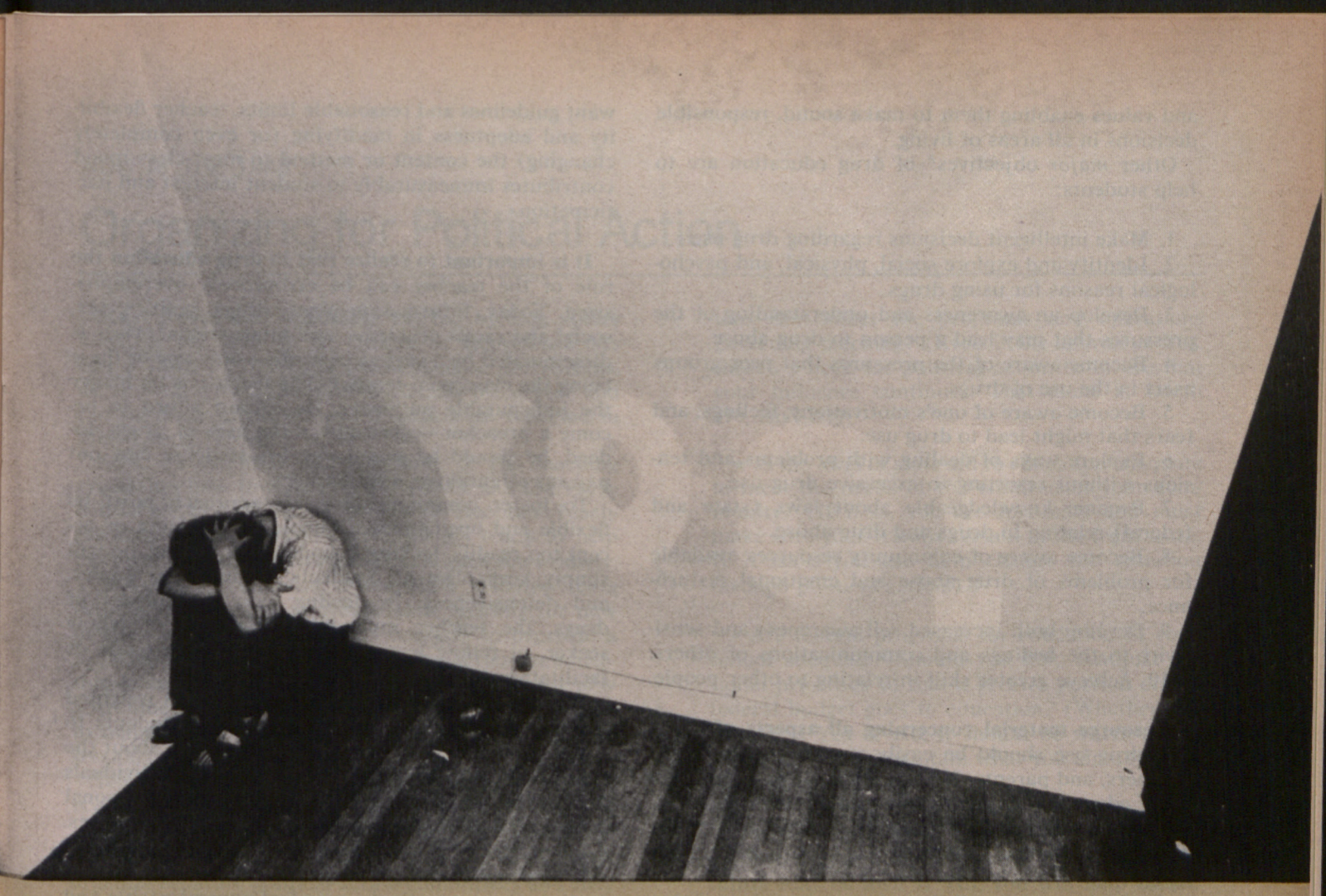
The adviser becomes an adult to depend on—someone who will act as a buffer between child and parent or between the child and other students or staff members. He must help the child to develop independence and accept responsibility. He keeps the student's records accurate and complete. He arranges for conferences on request. His role—challenging, frustrating, but satisfying—is crucial to the Wilson program.

What might a teacher at Wilson like best about his contribution to the school's total effort?

Many teachers would answer: "I like my changed role. No longer am I the expounder of information, the dictator of areas studied, the controller of how materials are studied. Rather, I am a motivator, a guide, a diagnostician, and a prescriber as I help students in their pursuit of knowledge.

"The front of the room is no longer my main domain. I'm usually immersed in work with a group of students or working on a one-to-one basis. In fact, I'm usually involved in a team teaching situation with all the teachers of my learning center. Sometimes I'm involved in interrelated team teaching with other learning centers. This is a great change from my role of a few years ago."

The Wilson program is a frank attempt to implement many innovations en masse. Problems and frustrations constantly arise as new staff and student interrelationships are tried. On some days, as one student put it, "We're all getting Excedrin headaches." But at other times, the sheer joy of being unencumbered by needless restraints develops unimagined potential. □



Youth in Trouble: III

Drug Abusers

DONALD J. WOLK, *clinical psychologist and associate professor of psychology, University of Bridgeport, Connecticut.*

□ **The abuse of drugs by young people has become a** national concern. Many youngsters are nonchalant about the possible detrimental effects of heroin, LSD, amphetamines, barbituates, and their combinations. They seem oblivious to the legal ramifications of illicit drug use. This indifference is matched only by the extreme anguish, frustration, and consternation of their parents. As a result, communities across the country are clamoring for meaningful drug education for their children.

Schools can no longer center drug education around the discovery and use of drugs for prevention, diagnosis, and treatment of disease. A multiplicity of causes for increased drug use in society demands a multifaceted approach to drug education.

A variety of theories about the causes of drug abuse have sprung from the ever-growing drug literature, linking drug abuse to personal, interpersonal, and/or societal factors. Reasons for drug abuse vary from one socioeconomic group to another and from individual to individual. In general, most youngsters begin using drugs out of curiosity or a desire to feel accepted by peers. The peer group is a major influence on an individual's use of drugs. The prestige of key figures and the power of group approval, identification, and belongingness are tremendous motivating factors.

Most occasional users of such drugs as marijuana want to experience a pleasant high. Some regular users pursue increased sensitivity, creativity, or insight. Most students who become chronic users of *any* drug seek an escape from unbearable pressures related to family, school, social life, or an uncertain future. For a minority of students, drugs become a weapon of challenge and defiance aimed at all authority. A reckless disregard for their own health and safety is apparent.

Regardless of the causal factors, ingestion of a drug remains an individual choice, an individual action. Therefore, drug education programs must stress personal factors: an individual's needs, values, and responsibilities regarding self and others; the ways in which one expresses needs and makes decisions; and the possible consequences of behavior. Students should be able to relate personally to material presented; therefore, teachers should concentrate their efforts on the student-as-person, not on the student-as-drug-user.

The primary objective of a drug education program is to help youth develop a framework of knowledge

and values enabling them to make sound, responsible decisions in all areas of living.

Other *major* objectives* of drug education are to help students:

1. Make intelligent decisions regarding drug use.
2. Identify and explore social, physical, and psychological reasons for using drugs.
3. Develop an awareness and understanding of the pressures that may lead a person to drug abuse.
4. Become aware of the pressures that peer groups exert in the use of drugs.
5. Become aware of one's motivations, feelings, and fears that might lead to drug use.
6. Explore ways of dealing with problems and tensions without resorting to excessive drug use.
7. Become knowledgeable about laws (state and federal) relating to drugs and drug abuse.
8. Become aware of community resources available for problems of drug abuse and emotional disturbance.
9. Develop both increased self-awareness and sensitivity to the feelings and communications of others.
10. Achieve greater skill in relating to other people.

Resource material concerning all aspects of drugs and drug use should be easily available to students, teachers, and parents. However, the effectiveness of a drug education program is more dependent on instructional methods and techniques than on content. Human interaction should be the keynote of all planning.

Students are more likely to become involved if they are able to experience a feeling of identification and belongingness with their classmates. This evolves as they develop closer friendships in the course of sharing ideas, values, and fears. As mutual trust increases, students become more willing (and less defensive) about exploring and examining issues.

Teachers and students benefit from variety in instructional procedure. Students who may have difficulty talking within a large group are more readily involved in small group sharing. Occasionally, students can be grouped in pairs or triads, for brief periods of time, to promote further interest, intimacy, and active discussion. The teacher can periodically shift from large-group discussion to small groups of four to eight people, while making his leadership available to all by circulating among the groups. Small-group discussion may be followed by reporting back to the class.

Informality of procedure, however, does not lessen the need for teachers to prepare topics and methods of study. Lectures, films, research projects, reports (individual and group), student panels, and guest speakers are some methods of initiating discussion. Schools can provide the ideal setting for students to explore, share, and experiment with ideas and to practice making decisions. Although students need and want guidelines and reasonable limits, teacher flexibility and adeptness in modifying (or even completely changing) the content or method to meet class mood contributes immeasurably to student interest and participation.

It is important to realize that in drug education the role of the teacher can be erroneously overemphasized. Today, information about drugs, politics, sex, social and racial problems, and international crises is disseminated by a variety of media—only one of these being the classroom teacher. The teacher is no longer the indisputable authority. He cannot afford to become a preacher—especially in the area of drugs. Indeed, he should be aware that his students may not pay any attention to what he says.

To foster communication, his approach must be flexible and open-minded. Should he condemn *or* accept too readily, lacking knowledge or feeling, he will simply keep alive his students' anxiety, resentment, and defensiveness. In dealing with the subject of drugs, the teacher must adopt the role of fellow seeker, of fellow learner; he may serve as guide or facilitator—but not as "*the* teacher."

All too often, unfortunately, the teacher is weighted down with the task of telling (teaching) students to avoid illicit drugs—not with educating them about the multiple (good and bad) effects of drugs on individuals and society. He is caught in a straitjacket of personal biases and administrative and parental pressures. Contradictory theories, inconclusive research findings, and constant challenges from students add to his frustration. Consequently, he may feel uncomfortable and defensive when discussing drug abuse.

Here are some fundamentals for the teacher to keep in mind when he plans drug-use education:

1. The subject may be drug use, but drugs, in themselves, are not always the main consideration. Important areas to explore are the personal meaning in taking drugs, the effect of drugs on one's way of life, one's relationships with others, and one's long-range goals.
2. The teacher should know the facts as well as the myths about drug use and drugs. Knowing about the physical effects is less important than understanding the psychosocial implications.
3. He should strive for objectivity and refrain from moralizing. He should avoid overstressing the negative aspects of drug use and try to give as fair a picture as possible.

Nevertheless, the teacher should not hesitate to reveal his own attitudes. He should think them through meticulously and then discuss his reasoning, presenting it as one person's viewpoint.

He should invite questions and keep discussion wide open, taking care to steer clear of attempts to brainwash, or the very students he is eager to reach will tune him out.

4. If the teacher casts off his mantle of authority, he can learn from his students. Just how much he can learn, in a climate of candor and exploration, of what

(*Continued on page* 79)

Some material on this page was drawn from *Drugs and Youth* (No. 1 in the series, Teaching Social Studies in an Age of Crisis), 1971, which Dr. Wolk edited for the National Council for the Social Studies.

NOW IS THE TIME . . .

Organizing for Political Action

□ **Last November, legislators elected by U.S. voters** filled all 435 seats in the House of Representatives and a third of the seats in the Senate. As citizens, we've lived with these elected officials for a year and can see their attitudes toward education reflected in their voting records.

Now it's essential that members of the teaching profession look toward next November and the Presidential election as well as the general elections. Teachers should be organized or organizing, ready to help elect candidates who will give education a top priority.

It would be splendid if the NEA lobbying team could spend its time in Washington pressing for new programs instead of using its energies to override a Presidential veto. And it would be far better for education lobbyists at state capitols to be working for new government support for schools rather than lobbying to maintain progress achieved in previous legislative sessions.

Teachers can make these things happen. All it takes is commitment, organization, and hard work.

Educators must realize that if they don't speak for education, others won't do it for them. They must organize separate political action committees and they must train effective workers. They must devote time and money to this project. They must start now.

From a mechanical point of view, the profession needs a separate political action committee for each precinct. Although such local committees make local decisions, they can affect each level in the political hierarchy. For example, all the local political action committees in a state representative district as well as the state political action committee must come to consensus on candidate selection. Once consensus is reached, all committees must coordinate efforts and follow the game plan of the campaign.

In the same manner, local action committees are linked with the state senatorial district and the U.S. Congressional district and involved in statewide and nationwide elections. Thus, those who are most aware of educational needs and problems—the educators—can influence educational decisions at all levels.

If every teacher were to contribute $10 to be divided among political action committees at local, state, and national levels, these committees would be financially competitive with the most effective political action committees representing other interests.

Teachers' potential influence in political matters staggers the imagination. The time is right. They must be ready. A good way to start is to ask yourself and your colleagues the following questions:

- Do you have enough input into local decisions that affect the programs and operations governing teaching? (Even if the answer is Yes, there's a need for political action to insure that your influence continues. That alone is worth $10, isn't it?)

- Is the level of state aid to education adequate to meet the needs of the children in your community? (If it is, you are fortunate and must make sure your friends remain in the legislature. If it isn't, you can help change the situation through political action.)

- Are federal programs for education in your school adequate? Should you help readjust national priorities so that a greater portion of the federal budget goes to education? (Whether the answer is Yes or No, it should be worth a few dollars to you to maintain what you already have or to effect changes.)

- Will you give money and pledge some time to political action? (If the answer is No, a child's future may be lost. If Yes, you will help insure the survival of public education and our democratic way of life.)

Teachers now have political action arms operating in areas where more than 75 percent of the nation's population lives. The dream for next November is to have such committees in every part of the country—and for the November after that the hope is to be more satisfied with education legislation than we are now. After all, the goal of political action and lobbying is sound legislation.

Still, some educators are fearful of backing losing candidates. This is nonsense. If educators make a strong enough effort, they will be considered a group to reckon with even if their candidates lose. Therefore, they will get a more favorable reception from elected officials than if they have made no effort at all. By the same token, if they declare support for a winner but do nothing to insure his victory, they have won little or nothing.

(Information regarding citizenship education, political action committees, voter registration, and campaign techniques is available at NEA's Office of Government Relations and Citizenship.)

Teachers should organize now, this month, so that they can get together next November to celebrate the political victories needed to insure full government support for better education.

—NEA Office of Government Relations and Citizenship.

TEST YOURSELF BEFORE READING THIS ARTICLE

Before you begin reading, you may test your knowledge of cable television by marking these statements either true or false. Answers are at the end of the article.

___ 1. The capacity of cable television to carry information is 1,000 times greater than that of a telephone line.

___ 2. NEA has not yet taken a position on the matter of cable TV.

___ 3. About 15,000 CATV systems would be enough to wire the entire nation.

___ 4. CATV-franchise granting is a highly political transaction.

___ 5. Two-way cable television systems will enable students to discuss ideas with other students across town without leaving their own classrooms.

___ 6. CATV franchises are granted locally by city or county councils.

___ 7. Someday, cable television will deliver your morning newspaper.

___ 8. Two-way cable television will eventually enable you to do your shopping while you sit at home.

___ 9. Probably no more than 25 percent of U.S. homes will ever be wired for cable TV.

___ 10. A television repairman gave CATV its start 20 years ago.

special feature on cable television

□ **Before too long, you may see the dawn of a day in** which you will have 100 or more channels on your television set. You will even be able to talk back to it!

Your set will be equipped with a two-way capability that will enable you to participate in an "open university of the air" or to attend faculty meetings right in your own living room. Simply by having a switch added to your TV set, you will be able to register Yes or No opinions on issues being discussed on the tube.

At home, the two-way system will give you weather, news, time, and stock exchange ticker reports. It will deliver your morning newspaper by facsimile reproduction, read meters, and activate burglar or fire alarm systems. Further, the system will enable you to shop or bank while at home; to sit in on a school board or city council session (and register your opinion electronically before the group takes action); to participate in town meetings of the air; or eventually to plug into an electronic Library of Congress for information you need when you need it.

Every school with the two-way system can become, in effect, a broadcast station, thus enabling students to read their poems or perform their plays to students in other schools or to homes in their communities. The system will enable them to discuss ideas with other students across town without leaving their own classrooms and to attend an "open electronic high school" for part of the day and engage in a work experience the rest of the day. Perhaps students may even be able to take a high school equivalency course at home or on the job rather than drop out of the high school.

With the two-way system, you, as a teacher, will be able to preview at home the films and other materials you plan to use in future classes; to participate in professional development activities with teachers who teach in schools across the city; or to bring resource people to your classes—people who are too busy to come to your room in person. All of this is likely to happen—and soon—because of an electronic marvel known as cable television (broadband communications).

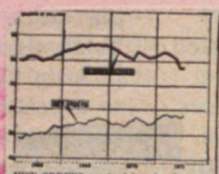
Cable television—originally called community antenna television (CATV)—is a transmission system that carries television signals over wires (which may be underground or on utility poles) from specially built high antennas to those homes, offices, schools, or other receiving locations that are linked to the cable system. Unlike standard television, where signals are transmitted through the air waves, cable television delivers signals through a tiny strip of copper wire within an insulating sheath in a piece of black cable, approximately the width of your small finger, connected to the back of your television set.

Once individual homes or schools are wired into a cable system, the potential exists for the delivery of a wide variety of information, verbal and/or visual, to the home, school, or office through an appropriate terminal device associated with your TV set—a computer printout device or small teletypewriter. Persons who wish the service now pay an installation charge (usually about $15) and a monthly service charge (normally about $5 to $7). Cable TV has an enormous capacity for carrying information—10,000 times greater than a telephone line.

About 6 million U.S. homes (7 percent) are now wired for cable TV. By 1975, probably 25 percent of all homes will be wired with 20 or more channels. By 1980, probably 60 percent of U.S. homes will be wired. Some experts say that as early as the 1980's cable TV could form the basis for central communications stations in most U.S. homes and schools.

The advantages of cable television might be capsuled this way: It provides—

- Clear, ghost-free reception even in remote areas



NEW ORDERS received by manufacturers in July rose to $56 billion from $57 billion the preceding month. The orders backlog declined to $77.6 billion from $77.8 billion in June.

Gen. Westmoreland Puts Forth New Plan For Rebuilding Army

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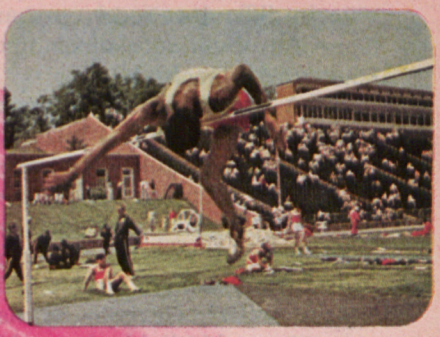
A Special Summary and Forecast Of Federal and State Tax Developments

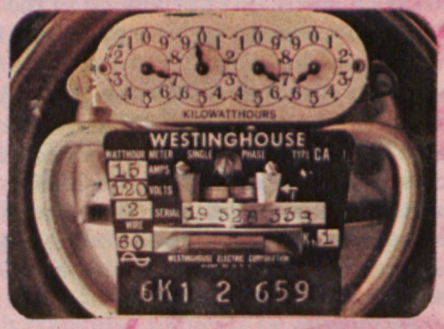
THE WAGE-PRICE FREEZE puts a strain on the IRS's normal operations.

Some 360 IRS offices and 2,000 employes are fielding questions and taking complaints about the freeze. Agency investigators are being used to check on alleged violations of the wage-price rules. In addition to fretting that the added work is hampering regular activities, some IRS officials say the agency's freeze responsibilities heighten the "big brother" image it tries to play down.

There are indications high Nixon administration officials have told the IRS to muzzle complaints about its freeze duties. "We're in a helluva bind," one IRS man says. "We can't criticize the freeze by saying it's preventing us from doing other work. Yet, if we say it isn't affecting us, somebody is going to ask why we need all our people anyway."

Worried the situation will worsen during the January-through-April tax collecting period, some IRS officials reportedly have pleaded that the agency be until spring





get in the fantastic CATV picture!

YTD DOZ	YTD AMOUNT
32,358	9,762.06
24,636	7,325.52
20,508	6,112.98
1,050	294.57
1,428	399.84
62,688	22,250.34
270	96.60
20,622	6,737.07
31,644	11,755.86

or in difficult-to-receive urban areas.

- An abundance of channels—an almost unlimited channel capacity.
- A greatly increased capacity for local services, since it is basically a local system.
- The possibility of programming for selective (rather than mass) audiences—small "disenfranchised" segments of the viewing public and small ethnic groups within the geographic confines of a specific community. In a word, cable TV promises to democratize television by making it possible for local groups and individuals to plan and produce programs. This is in contrast to the highly centralized broadcast TV we know today.
- Two-way capability that provides audience interaction.

Cable TV got its start 20 years ago in a hill-locked Pennsylvania town when a TV repairman installed an antenna on a mountain top and was able to bring TV pictures from stations in Philadelphia some 65 miles away to homes in the valley below. The antenna was able to catch TV signals that the mountains had previously blocked. The repairman connected a cable to the antenna and ran the cable down the mountain, on telephone poles in the streets, and to homes in the valley.

It was soon evident that cable television would be valuable not only for valley communities but also for big cities, where skyscrapers instead of mountains block signals. A high antenna on a skyscraper could pick up TV signals from faraway places and feed them to a cable, which in turn could be run into smaller buildings and apartments. A CATV system, therefore, could operate for an entire city very much in the same way that a master antenna system operates in an apartment building.

Before long it was discovered that the cable system could do many things besides carry TV and radio programming to CATV subscribers. The system could also be used to carry telegraphic traffic, fire alarms, and data communications. In addition, by means of a simple studio camera setup, schools could *originate* as well as *receive* programs on a cable system. This in turn opened up a whole new world of cable communications possibilities.

In a historic decision on August 5, 1971, the Federal Communications Commission (FCC) set forth the proposed rules and regulations governing cable TV in the future and expanded cable TV to include the nation's largest major urban and suburban areas. In its proposed rules (to become effective, if adopted, in March of 1972), the FCC would require all cable TV systems not only to bring in distant signals and originate programs but also to *set aside one channel for the exclusive use of education, on a developmental basis, for a five-year period free of charge.*

Towers like this, which are located on skyscrapers or mountains, pick up distant signals and convert and amplify them for distribution via the cable to homes in the valley below or to lower buildings in metropolitan areas.

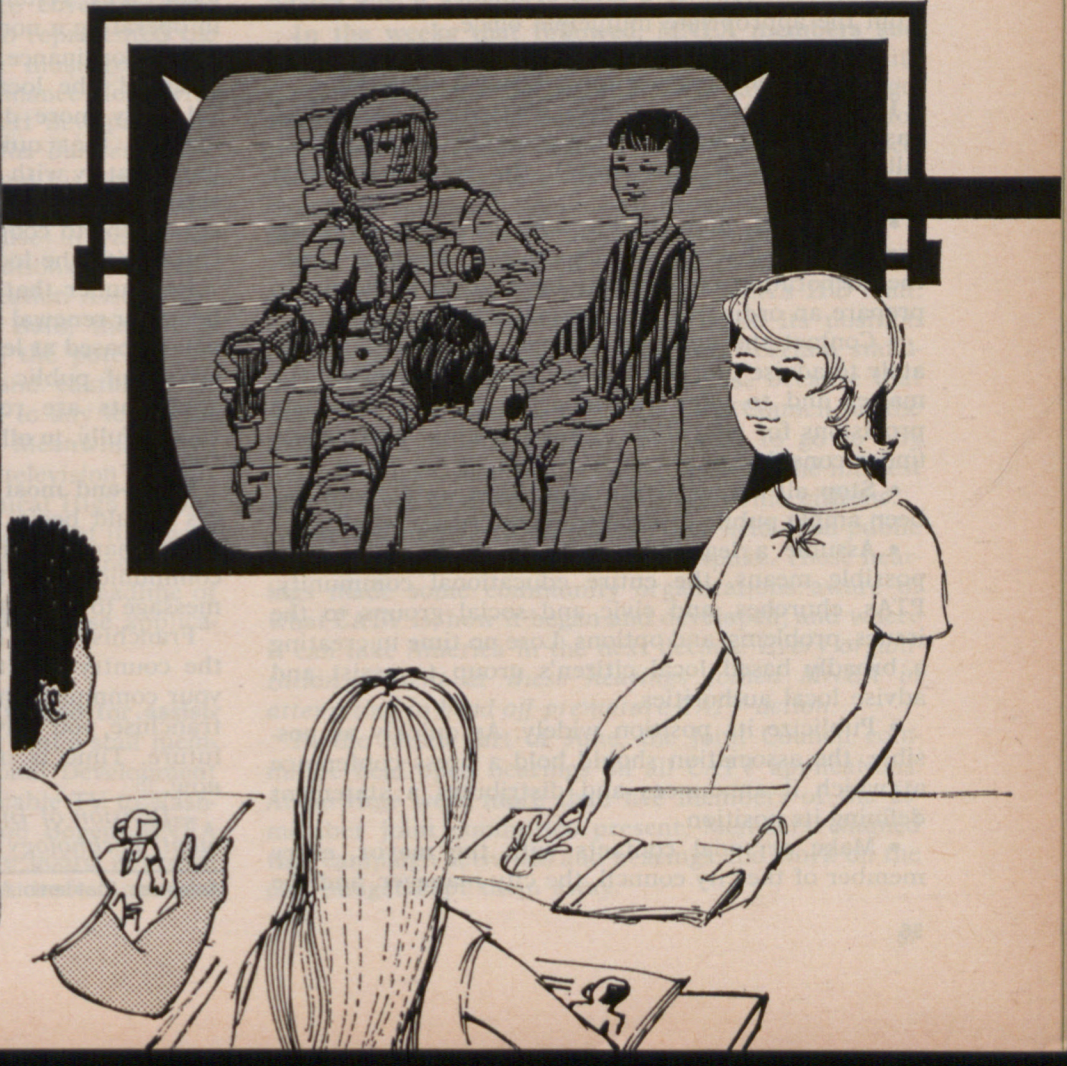
For schools, therefore, the next five years are most important, because the FCC will decide to expand or curtail free use of these channels at the end of that time on the basis of whether the channels have or have not been used in an innovative manner. Once educators get the channels they are requesting, they must *use* these channels effectively and not "sit on them."

Although one channel allocated by the FCC is a step in the right direction, it is not enough to provide the many communications services that teachers envision could be provided to their communities via the cable. If interactive television is to become a reality and if the types of uses mentioned at the beginning of this article are to be realized, multiple channels will be needed. While the FCC has not closed the door on multiple channels, it will require that such franchise requests be submitted for its approval before it grants additional channels. At the local level, therefore, it is important for local educational leaders to continue efforts to obtain multiple channels for education's use.

At the present time, CATV systems, unlike broadcast television and radio stations, are not licensed by the FCC but operate under a franchise granted by local city or county governments. (Some communities have more than one franchise, in which case the local educators find it more difficult to ensure that all sectors of the community will have access to educational CATV.) In any given case, whether or not CATV service is provided to the schools is likely to depend on the interest and initiative of the local educational community. This therefore is a local and state problem, not a national one. The local education association has a special responsibility.

Of the 2,600 franchises already issued in the United States (out of a potential pool of some 15,000 franchises to wire the entire nation), only a very few so much as mention *education* or the *public interest.* Local city fathers are awarding franchises at the alarming rate of 25 to 30 per month without adequate protection of the public interest. This deplorable fact, more than any other, should reveal the size of the task confronting educators. The United Teaching Profession has a responsibility to see that the public interest is protected in the granting of these franchises—that education and the public don't lose their birthright in these highly political transactions at the local and state levels. Accordingly, the NEA has taken a strong position before the FCC in urging that—

1. The FCC regulate CATV.
2. There be set aside a minimum of 20 percent of any CATV system's capacity—both standard and nonstandard channels—for educational, municipal, and public access use, and that this principle be applied to old as well as new CATV systems.
3. CATV systems in the top 100 markets be required to have a minimum capacity of 20 to 24 channels at



the present state of the art and be compelled to increase channel capacity as rapidly as the technology itself develops.

4. CATV systems be required to have a two-way capability.

5. Franchises be awarded for a maximum of 15 to 20 years so that the public can review periodically whether the franchise is being operated in the public interest.

6. CATV systems provide "drop-ins" (connections between a trunk line in the street and sets in the schools) for each school free of charge from the central trunk line.

7. The FCC try to guarantee the public a fair share of public cable communications by encouraging the development of public nonprofit cable corporations in selected communities throughout the nation. (The NEA has urged its local affiliates to consider this alternative in their communities and to take leadership in forming such corporations wherever feasible.)

An Action Program for Local Leaders

Local educational leaders can—

- Become informed and active in the area of cable television. Know the issues it raises and the options that are available. (Obtain and study NEA's new publication, *Schools and Cable Television*, Stock No. 381-11968. $2.25.)
- Contact their mayor or corporation counsel to determine the status of the ordinance/franchise procedure in their community.
- Secure a copy of a local ordinance if one exists, from the appropriate municipal office.

An Action Program for a Local Association

If an ordinance has not been written and a franchise has not been awarded in the community (see the Nashville story for a case study), the local association should—

- Determine immediately who is involved in the procedure and what the timetable is. In most cases, the corporation counsel has been given authority to prepare an ordinance for the mayor's approval.
- Contact the appropriate local authority immediately to advise him of the association's interest in the matter and to offer assistance in making adequate provisions for education in any franchise agreements under consideration.
- Stop all action at the local level until there has been ample public discussion of the issues involved.
- Assume a leadership role in alerting, by every possible means, the entire educational community, PTAs, churches, and civic and social groups to the issues, problems, and options. Lose no time in creating a broadly based local citizen's group to assist and advise local authorities.
- Publicize its position widely. As quickly as possible, the association should hold a press conference at which it announces and distributes a statement defining its position.
- Make personal contacts with the mayor, every member of the city council, the city manager, and the corporation counsel, as well as officials of such political and civic groups as service clubs, chambers of commerce, and unions.
- Make plans to get programming started.

If an ordinance has already been approved but the franchise has not yet been issued, and if education's needs have not been met, the association should, in addition to following all the above procedures—

- Seek an amendment to the ordinance prior to the issuance of the franchise or, alternatively, seek to have their position included in the franchise. This may require advice of legal counsel.
- Meet with the CATV operator in the community and attempt to reach an agreement with him to accept association proposals and submit them as a part of his application for a franchise. Most companies are eager to identify themselves with the local community's service needs.

The local education association might also consider exploring the advantages of the following alternatives:

- Urging the mayor and city council to study seriously the possibility of the municipal government's building the local CATV system and leasing it back to a local nonprofit organization or to a local commercial group.
- Exploring with local civic leaders the idea of creating a special nonprofit corporation, perhaps in cooperation with local noncommercial radio and television stations, to apply for a franchise to operate a local CATV system.
- Urging the board of education to give serious consideration to applying for a franchise to operate the local CATV system or to joining with the association in operating a nonprofit corporation.

If an ordinance has been approved and a franchise awarded, the local association's task could be considerably more difficult! In this event, it is recommended that quiet, unpublicized contact be made immediately with the operator of the CATV system to seek his approval of association proposals and get his agreement to cooperate, during the term of the franchise, with the local educational authorities.

Remember that most franchises now in effect will be up for renewal at some future date, and the renewal will be based at least in part on the franchise holder's record of public service. (In many cities, franchise applicants are requesting channels in perpetuity—successfully, in all too many cases!)

Last—and most important of all—association leaders should begin planning for the use of the educational channels. These will be ready means for them to communicate with their members and to get their message to the public.

Franchises are being issued on a daily basis while the country awaits FCC decisions in the matter. If your community has not yet issued an ordinance or a franchise, you may be certain it will in the very near future. Time is of the essence. The time to act is *now.* □

—Division of Instruction and Professional Development, Technology Section, NEA.

Answers: Statements 1, 2, and 9 are false; the rest are true.

the CATV story in Nashville

SYD SMITH, *teacher of vocational radio/television production, Hume-Fogg Vocational-Technical High School, Nashville, and* **ROBERT W. BOGEN,** *executive director, Metro Nashville Education Association.*

□ **Late on a very warm evening last April, the 40** councilmen on the Metropolitan Nashville-Davidson County Council had finished a long agenda and were tired and ready to go home. A late bill, introduced with the signatures of 26 councilmen, automatically passed on the first of three required readings, and the day ended. Nashville, it seemed, would now soon have CATV owned by big names of her recording industry.

The following months were due to be busy: A budget was to be adopted, tax rates would have to be raised, and all Council seats were up for grabs in an August election. Passage of the late bill that April night nearly overshadowed all of these things.

Since Nashville had no ordinance covering cable television, a franchise applicant, who represented the major studios of Nashville's large music-recording companies, simply submitted an ordinance along with his application for franchise. An alert newspaper reporter, Dick Battle of the *Nashville Banner,* questioned the wisdom of this course, and his articles in that afternoon paper made several people aware that someone wanted the CATV franchise in Nashville. Immediately some six other applications were filed.

Earlier, the Metro Nashville Education Association had received a letter from Helen Bain, then NEA president, in which she pointed to the potential of cable television for a community and cautioned all local organizations to give attention to any letting of franchises in their communities. Meanwhile, Syd Smith, a teacher of vocational radio/television production at Hume-Fogg Vocational-Technical High School, who was aware of the potential and thought it unwise to let a franchise hastily, addressed a Council committee hearing. The committee then set a deadline of May 15 for filing of any ordinance/franchise applications for consideration.

As a unified organization, MNEA turned for assistance to the NEA, which, in response, sent a staff member of its Instruction and Professional Development (IPD) Division and a consultant on cable TV to Nashville. With the aid of these two, Bob Bogen, MNEA executive director, secured executive board approval for action. Also with their aid, MNEA drafted a model ordinance for submission to the Metro Council. At that point, the only means of addressing the Council on CATV was through presentation and defense of a pending bill.

Bogen, having learned of Syd Smith's interest in the Nashville cable TV situation, recommended that the president of MNEA name him chairman of a CATV Task Force of MNEA. By the end of May, organization was complete, the association had filed a franchise/ordinance application (some seven were filed by the May 15 deadline), and everyone awaited Council committee hearings.

At its first meeting in June, the Council automatically passed all new applications on the first reading and referred them to a joint committee made up of the Council's judiciary and budget and finance committees. The MNEA Task Force requested that hearings begin on June 21.

Articles in the morning newspaper, the *Nashville Tennessean,* and conversations with proponents of the first application—the "Music Row" ordinance—made some things clear: Nashville had scrapped, for lack of money, plans for a Music Row Boulevard, which was considered an economic setback to the recording industry here. The first franchise applicant represented the interests of that industry, and they were "local" citizens. Many people, therefore, were saying that Nashville would best serve its own interests by granting the Music Row ordinance. Seemingly, no one was aware of the full potential and possibilities of a cable system in Nashville.

In the weeks that followed, MNEA members successfully proved that they could work for community good on an altruistic basis and at the same time negotiate with the school board on the budget, lobby for the budget, interview some 200 candidates for office, and make a 4,000-piece mailing to give members the details of those interviews—all because they are unified and have a three-member UniServ staff.

The Task Force handled the cable TV situation with the direct assistance of members of NEA's IPD staff. In public statements, the MNEA made its position clear: Any CATV ordinance must meet certain standards. MNEA had filed for the franchise because that was the only means of addressing the Council on the matter. The association was prepared to go to any necessary legal lengths in order to protect the interest of education and the welfare of Nashville citizens.

In mid-June, the MNEA Task Force held open public hearings at which NEA consultants spoke. These hearings made some community organizations aware of what CATV is, how it began and developed, and where it can take America in the next decade. *Every organization present at these hearings joined MNEA in attempting to head off premature CATV action.*

In the latter part of June, the joint Council committee held open hearings on all CATV applications. At no time were more than five members of the 20-member joint committee present. Members claimed that campaign activities and hearings and work on the city budget kept them away.

The MNEA was criticized for forcing the hearings at that time. However, it was plain to MNEA that the lobbyist for the Music Row ordinance felt he had enough votes in the Council to win the franchise, and the only effect of the MNEA efforts was to keep all action in the open and in the public spotlight.

On July 6, the Council referred all of the ordinances to the Metro Planning Commission and gave it a July 19 deadline for reporting back. By this time, MNEA had established dialogue with the mayor's staff and the Planning Commission.

In their report to the Council, the Planning Commission recommended no legislative action at that time and stated that they did not have the necessary time for studying the matter of CATV. The Commission made this report at the Metro Council's July 20 meeting. At that same meeting, the Council passed the Music Row ordinance/franchise application by a two-thirds majority. They tabled the MNEA ordinance; all others were defeated or withdrawn.

Also at that meeting the Council deferred action on an MNEA-supported resolution to suspend all CATV decisions, make a proper study, write an ordinance setting minimum standards for operation, and establish correct procedures by which any interested party should apply for the Nashville franchise.

Many people and organizations working with the MNEA felt the large vote for the Music Row ordinance meant all was lost. MNEA did not. Throughout May, June, and July, MNEA had regularly mailed to the councilmen packets of information on CATV and its importance to Nashville. MNEA also supplied the mayor's office with this information. The executive board passed a resolution that stated the MNEA position on passage of the Music Row ordinance and spelled out the ordinance's serious defects. The board sent the mayor a copy of the resolution with a covering letter requesting a veto.

On Monday, August 2, the mayor vetoed the Music Row CATV bill. Would the Council sustain the veto? MNEA had used all resources available to them as a UniServ organization to educate and inform the Council and the public. They had gained the support of several civic organizations. The board of education had acted earlier, praising and endorsing the MNEA resolution. Would all efforts prove futile nonetheless?

The 39-member council (one member had resigned) had passed the Music Row bill, 27 to 11 (with one abstention). A switch of one vote would sustain the mayor's veto and nullify the ordinance. The *Nashville Tennessean*, in what it regarded as an effort to preserve local ownership, put pressure on councilmen to override the veto.

When the Council meeting opened on the evening of August 3, several of the 27 original supporters were absent. Those present passed a motion to delay action on the veto until later in the meeting. After about an hour and a half, the Council chamber was full on both sides of the rail that separates the Council from the audience. It was time for a vote on the mayor's veto, and after the roll was called three councilmen had changed their votes. The veto was sustained by a vote of 26 to 12—one vote short of the two-thirds majority needed to override.

As August closed, newly reelected Mayor Beverly Briley authorized the Metropolitan Planning Commission to complete an in-depth study of CATV and draw up a minimum standard ordinance fully protecting educational needs and the rights and welfare of the local citizenry. He further directed the Planning Commission to have this completed and report to him by the end of October.

In late September, the new council affirmed the mayor's approach in its first action on CATV by a vote of 30 to 9 (with one abstention).

The interests of education have also taken MNEA into the courts. The association is backing the Metro government in a suit brought against it by backers of the Music Row ordinance. Claiming that the 26 votes on August 3 were enough to override the Mayor's veto, Music Row contends that the franchise is already theirs.

The outcome for CATV in Nashville is still unclear. But what is clear to people in MNEA is the value of joint efforts—in this case, NEA's provision of technical expertise and MNEA's of knowledge of the local community—to make sure that education is heard from when government makes decisions that affect education.

the CATV story in St. Cloud

DUANE L. RADEKE, *director of media services, Independent School District 742, St. Cloud, Minnesota.*

□ **The St. Cloud Schools' CATV program had its** beginnings in 1968 when a committee of St. Cloud public school teachers and administrators as well as the president of the St. Cloud Education Association worked with the city council for approval of our first VHF channel. Since then, under the guidance of the school system's Instructional Services Council, a full and diversified CATV program has blossomed.

In an exciting variety of ways, daytime CATV broadcasts that reach 24 schools and 6,800 homes are enriching instructional curriculums and encouraging the use of many educational media. When these programs are not being aired, a device quite similar to a weather scanner broadcasts an activity calendar and the schedule for our evening program.

Two part-time student technicians operate the studio.

The open channel information briefs, taped live during a 5 p.m. newscope program at the cablevision studio, are replayed by the school district as part of the evening program.

Because the districtwide broadcasts to all personnel are able to retain the advantages of small-group discussions, they have added a new dimension to in-service training sessions. Consultants in elementary art and physical education have given extensive videotape presentations that have markedly increased teachers' overall effectiveness and efficiency. Plans for the immediate future include programming in traffic education, a preschool project, and film distribution.

To reinforce classroom instruction and to extend it into the home so that we can involve parents in the formal education process, we are broadcasting a community education program every Monday through Friday from 7:00 to 8:30 p.m. This program offers many high quality educational films and a series of local information briefs to give the general public personal insights into what is happening in today's classrooms.

Each evening we show approximately five films, beginning with films directed at the preschool and elementary levels and ending with films of general interest to secondary students and adults. This programming has provided an excellent opportunity for giving teachers and home viewers a preview of educational materials, which we have already screened for content, quality, and need before broadcasting. We obtain proper clearance from participating film companies on all material.

Between films, we show what we call "local information briefs," which are either produced on videotape or on 2" x 2" slides with a synchronized narration. One of these series features students from all grade levels in all fields of study expressing themselves through their work. For example, a student might demonstrate a taxidermy activity carried on in a junior high science class. Another series consists of weekly five-minute interviews covering various school activities of general interest. Still another features the voice of a teacher communicating learning objectives and experiences.

In addition to the regularly scheduled briefs, we broadcast special presentations as the occasion demands.

Future CATV activity in St. Cloud includes study of an audio retrieval system between secondary school buildings, additional channel sources for rebroadcasting educational material, and computer terminal access.

During the first year of operation, we conducted two surveys to measure viewing habits and audience reaction. One parent commented: "I feel the schools should be using television more to sell their 'product' to the public. If adults won't come to the classroom to visit—and very few do—let's take the classroom to them."

In the past three years, St. Cloud has held television seminars focused on the contemporary needs of the schools. With educational needs in mind, we will direct the next seminar specifically at the use of CATV, its potential to serve the classroom, and the possibility of its bringing the classroom into the living room.

Leroy Pauley, president of the St. Cloud Education Association, encourages school personnel in other communities to become aware of the existence and potential of CATV and to initiate the groundwork for cooperative negotiations with their city councils and with cable companies. "We are pleased with the cooperation we have received from our cable company and impressed by the impact CATV has had on education in St. Cloud." □

YOU MAY NOT AGREE, BUT . . .

We Can't Be Objective About Current Issues

says **JAY TINSMAN,** *chairman, Social Studies Department, Clinton (Iowa) High School.*

□ **Whether we realize it or not, most of what we** teachers say or do in class reflects our own opinions. Stating this so flatly makes many teachers and parents uneasy because somehow they're afraid a danger is involved—the danger that students may be propagandized.

For decades many have held the view that teachers should be neutral and impartial, particularly on controversial issues (which has been considered all right because these issues have been thought to have no place in the classroom anyway). Even now, only the rare school fails to prescribe "objective" handling of current affairs. But with the new drive for relevancy, controversial issues occupy a very real and important part of the curriculum. More and more teachers are finding it necessary to rethink their attitudes toward these topics as well as toward their own roles as discussion leaders.

Many of us who grapple with today's issues in open class discussion experience great difficulty in being neutral and with the hottest subjects—Vietnam, women's lib, race, and welfare, for example—the effort is truly impossible.

Even if we make a special effort to be impartial, somebody in our class will decide, accurately or not, that he has divined our opinion. In that event, the student may dismiss our remarks and maybe even the entire lesson as prejudiced and unfair.

Some students in my American history class once pointed out half jokingly that since I am a registered Democrat, they doubted if I could give an unbiased explanation of Republican Party philosophy.

Thinking about it afterward, I decided they had a point, one which applied to almost all issues that involve interpretation—or just about all the subjects in a social studies course. A couple of days later, therefore, I took time to discuss the problem with my class. We agreed that almost all history is opinion because interpretation of events is based on someone's judgment of known facts which are ultimately only reports of what somebody said he did or saw. And we all know that if five people witness an event, we'll get five substantially different accounts of what happened.

As new historical evidence comes to light, even the "facts" about past events may change. Good historians know there's little in history about which we can be absolutely certain. It all boils down to the fact that some opinions or interpretations are more generally accepted and agreed upon than others.

With these considerations in mind, let's stop kidding ourselves. As schools become increasingly responsive to society, we can't be totally objective about the issues coming into our classrooms. Students know this and think we're foolish, hypocritical, and somehow out of touch with the real world ("irrelevant") if we try for complete objectivity.

A much more effective approach, I've found, is to cultivate a class atmosphere of "fairness"—an air of honesty and openness in which everyone's opinions are respected, along with the right to agree or disagree with anyone, teacher included.

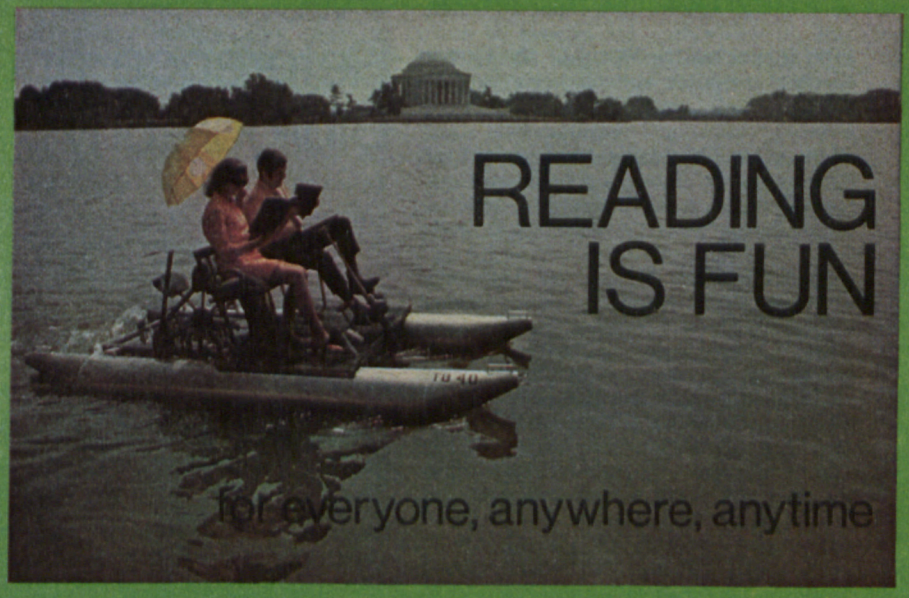
At the beginning of the course each fall, we discuss some values (or opinions) which hopefully all of us can accept: the principles stated in the Constitution, the Judeo-Christian ethic, and some characteristics of humaneness. Throughout the year, when disagreement arises, we refer to these principles in evaluating ideas. We ask ourselves: Are our ideas consistent with these principles? If so, which ones? Which do they violate?

Of course, the most difficult problems arise when two or more values conflict in their application. Nevertheless, when we confront and try to resolve such dilemmas, we are probing the very essence of social education.

In order to establish an atmosphere of mutual respect and understanding in the classroom, we spend considerable time developing the idea that a person's attitudes are based on his past experiences. Our widely varying backgrounds and experiences help to account for our different outlooks. Therefore, we must explore these experiences if we are to appreciate and empathize with each other's attitudes.

As teachers, we must be careful not to press our views too strongly, to abuse our authoritative position in the classroom, or to grade students on their reactions to our opinions. But we must not shy away from expressing our opinions in the classroom. Indeed, if we are to be sincere in our commitment to a free society, we cannot avoid doing so.

We should not be afraid that we'll harm our students; they're tougher-minded than we think. If they know we're human and if they see our own thoughtful struggling with values, experiences, and issues, they will ultimately have much more respect for the thought processes we are trying to teach. We have an obligation to guide them as they learn to think about current issues and to set examples of citizens genuinely, thoughtfully, and passionately committed to taking a stand for the solution of our nation's problems. □



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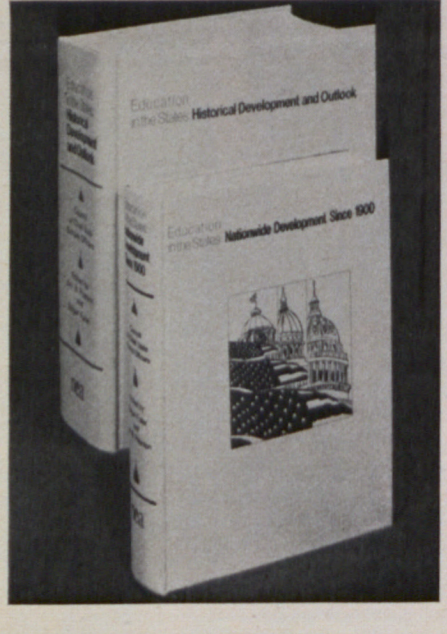

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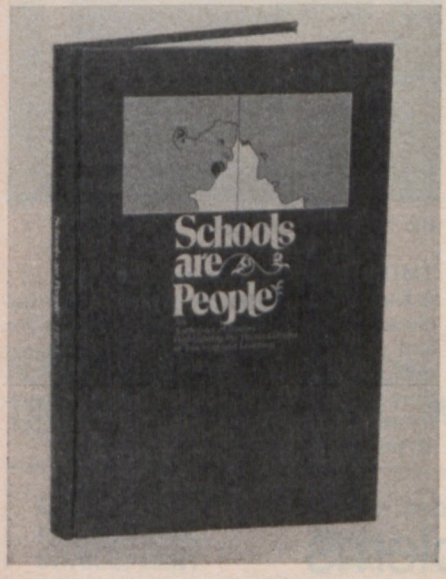

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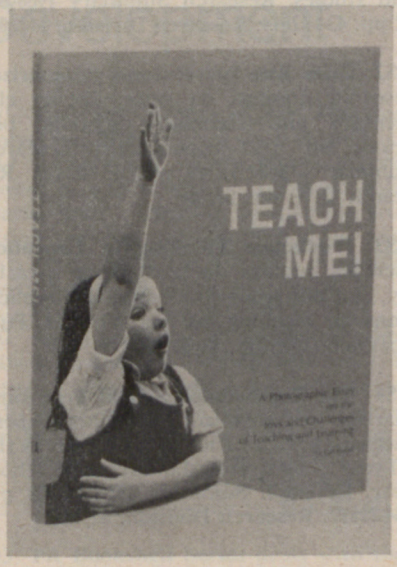

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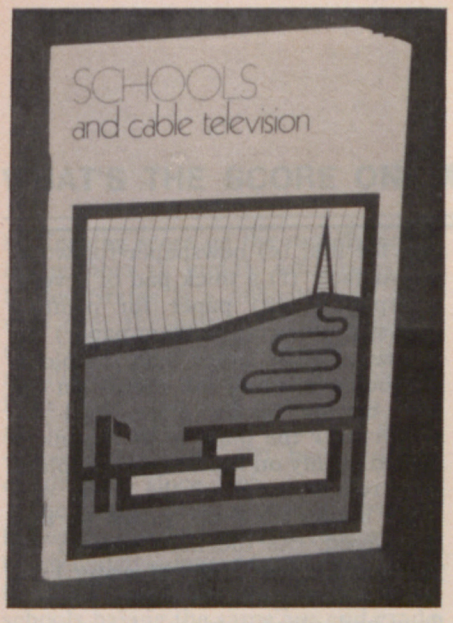

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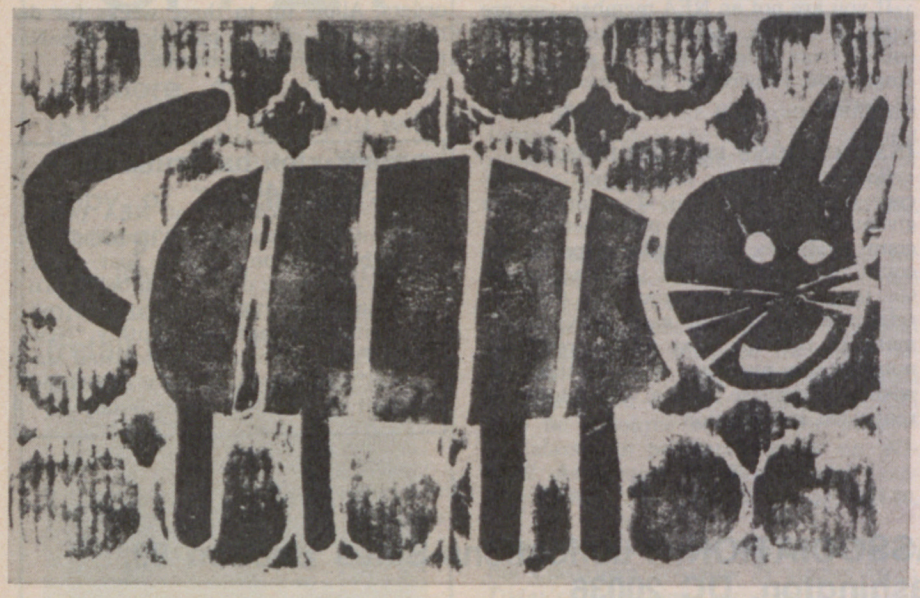
LET'S BE CREATIVE: MAKING A CARDBOARD PRINT



This is the second in a series of articles on creative art and musical activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association and Music Educators National Conference, both NEA national affiliates, have cooperated in the preparation of this series.

Recently there has been a world-wide revival of the art of printmaking, and educators as well as professional artists have been involved in the revival. Printmaking deserves its popularity, for engaging in the process generates interest and provides satisfaction for the learner.

The traditional printmaking processes—etching, lithography, and woodcutting—are technically too complex, too dangerous, and too expensive for the elementary classroom. However, students can produce attractive prints by using simple, inexpensive materials in processes appropriate to any classroom.

A young child can do simple prints, such as gadget printing (printing with such objects as corks, bottle tops, and fork tines); an older child, more complex processes, such as cardboard printing.

To make a block for cardboard printing, pupils need the following materials: (a) a heavy cardboard up to 9" x 12" in size which can be cut from any type of cardboard box, including corrugated ones; (b) some lighter-weight cardboard, such as tagboard or the kind used for laundered shirts; (c) scissors; (d) white liquid glue; (e) newspapers to cover the work area.

Let the children make their own decisions as to what shapes to use for the print; flowers, animals, insects, or people are possibilities. They should then proceed with the following directions:

Cut the shapes from the lightweight cardboard. Cutting a large shape into two or more smaller ones is sometimes effective or cutting holes or slits within a shape adds interest. (A paper punch is helpful here.)

Now lay the cut shapes on the heavy cardboard block, arranging them to achieve a pleasing placement. Do not overlap pieces. Spread white glue on the back of each shape and glue down, using firm pressure. Be sure the edges are tight against the board. To seal the surface and prevent the ink from being absorbed by the cardboard, you may want to cover the entire face of the block with shellac.

To print the block, gather the following materials: (a) water-soluble, block-printing ink; (b) a rubber brayer (a type of roller); (c) an inking plate, such as a piece of shellacked Masonite or a floor tile; (d) water to thin the ink; (e) newspaper for working surface; (f) a thick pad of several newspapers; (g) paper for printing (newsprint or construction paper) cut in sizes slightly larger than the block.

Squeeze printing ink evenly on the face of the inking plate. Roll the brayer over the plate until the ink is spread evenly on the brayer and plate. Next roll the ink over the block; continue inking until the raised surface is covered. (As the ink dries on the plate, add a few drops of water.)

Put a thick pad of newspaper on the floor and place a piece of paper on the pad. Center the inked block face down on the paper. Stand on the block, shifting your weight on different parts. Carefully pick up the paper and block, turn them over, and lay them down so that the paper is on top. Then rub the back of the paper with your hand, using a firm pressure.

Remove the paper from the block by carefully lifting up one corner and pulling the paper away slowly. Place the print face up in a safe place until dry or hang it on a line with clothespins.

Repeat the process for additional prints; a single block can produce dozens of prints.

—Earl Palmatier, *elementary art supervisor, Prince George's County Public Schools, Upper Marlboro, Maryland.*

WHAT'S THE SCORE ON: MIDDLE SCHOOLS?

□ **Keeping score on the rapidly growing** number of middle schools in the United States is a difficult task. Surveys over the past six years indicate that the number of schools with a middle school grade organization—at least three and not more than five grades, including grades six and seven—now totals over 2,000, having about quadrupled since 1965.

The term *middle school*, almost unknown in this country a decade ago, is being widely adopted by these schools for the between-agers. However, many schools having the same age and grade range are still designated as junior high, intermediate, upper or senior elementary, or just schools.

The new middle schools are found in nearly every state, in small towns, medium-sized cities, suburbs, and the inner city, and in old and new communities in all parts of the country. The states having the largest number are also among the most populous—California, Illinois, Michigan, New York, Ohio, and Texas.

Educators have long sought a school that would truly relate to the strivings, strains, and stresses of boys and girls as they pass from childhood to adolescence. Whether the new organizations for the 10- to 14-year-olds are achieving our dreams for them remains to be seen. Educators advocate true middle schools, but the exigencies of population and building problems have created many overnight reorganizations in which only grade levels—not programs, personnel, and facilities—were changed. Consequently, many middle schools seem to be "junior" junior high schools.

But it is clear that the traditional graded ladder of American education is again being reorganized, and at a rapid pace, with the middle of the ladder no longer split between elementary and secondary levels. This reorganization affords the opportunity now to develop a program uniquely focused on the "tweenager."

Good middle schools are flexible enough to bridge childhood and adolescence, serving learners who are at each of these stages as well as in between them. These schools provide a wide range of learning opportunities—flexible grouping and scheduling, varied teaching arrangements, and nongraded pupil-progress systems. Each student has a home base of some sort and a teacher to help in daily program planning. He has many choices of exploratory experiences in the arts, in recreation, in beginning work experiences, and in other activities for socializing and interest-developing purposes. Individualized instruction helps him to carry on independent study activities and to develop his skills and his ability to conceptualize. The special abilities of various teachers and the resources of the entire school are available to him.

Such schools promise success for the middle school movement. Indeed, some initial research indicates that a well-planned middle school can make schooling more self-enhancing as well as more attractive and rewarding.

Hopefully, middle schools will break down the barriers between elementary and secondary education in far less time than the 40 years it took to reverse the junior high school trend, because its failure as a bridging school has become apparent. Where middle school planning is done well, the total educational ladder is under review. But, before the middle school can really make possible our long-sought continuity in education, the educational establishment itself must help.

Planners of the new middle schools are frequently frustrated by accrediting standards, certification requirements, teacher education departmentalization, school district-supervisory arrangements—and even certain professional organizations that enforce the separation of education into elementary and secondary schools. As the middle school begins to achieve its promise, the standards, requirements, and organizations must become more flexible to facilitate the learner's continuous progress from school entrance to exit.

—William M. Alexander, *professor of education, College of Education, University of Florida, Gainesville; author (with others) of* The Emergent Middle School. *Holt, 2nd ed. 1969.*

This is the first in a series of articles presenting the "score" on various educational trends and programs.

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

As a first-year teacher in a center-city school, I faced a constant struggle to maintain control over one of my classes—a group of 20 boys who were repeating the eighth grade. Ranging in age from 14 to 18, they were slow readers with little interest in school. All had police records.

One morning, 17-year-old Eric arrived half an hour late for class. It was his first day back following a five-day suspension for using obscene language in my class. Eric was warned that any further trouble would result in his permanent suspension, but I could see he was in an angry mood and ready to pick a fight.

He sat down in the back of the room and proceeded to talk in a loud voice to his neighbors. I tried to ignore this, but after a few minutes it was hopeless. "Please be quiet, Eric," I told him. Ignoring this warning, he began to shout insults and obscenities at me.

I turned to my desk and started to fill out the required form for sending him to the principal's office. As I wrote, thoughts raced through my head at breakneck speed.

"It's the fourth period—most everyone is at lunch. I can't expect Miss Jones across the hall to help me—she's new and smaller than I am. I'll try calling the office on the intercom, but they may not answer."

Eric was on his feet. Shaking his fist at me, he shouted, "Now, I'm going to *really* give you something to write on that paper." With that he started toward my desk.

I rushed to the intercom. No answer. By now Eric was at my side, and suddenly he put out his hand and slapped my face. The class was stunned; nobody moved. Then, Eric slapped me again.

At this point, I burst into tears and ran out of the room, with Eric in pursuit. As I reached the stairway, the principal appeared and grabbed Eric by the arm.

Fortunately the bell rang at this

moment, and I didn't have to face that class again until Monday. Eric was suspended permanently, which had a good effect on the other boys. They were sullen and uncooperative, but I had no serious trouble for the rest of the semester.

I'm now teaching in another district, but I haven't forgotten Eric. How could I have avoided the showdown with him which meant his permanent dismissal from school? What defense does a woman teacher have when a student threatens to strike her? How would an experienced teacher handle Eric?

Consultant's Comments

Part of the problem lies not with the hapless teacher, who was unlucky enough to be in the wrong place at the wrong time, but with the principal, or any other administrator, who would allow such a situation to exist. Boys who have failed in school repeatedly and who have serious reading problems need more and deserve more in the way of a teacher than a tearful young novice.

There's something sinister about a system that places 17- and 18-year-olds in the eighth grade. Sooner or later this unenlightened system is bound to cause anger in its victims, and they will strike back. This boy didn't have much to lose, so he did his thing.

The fact that the rest of the class was sullen and uncooperative the remainder of the semester reveals how they too were victims. And there was nothing—I repeat, *nothing*—in that classroom that offered any hope.

—Paul Pretzer, *sixth grade teacher, Oakland (California) Unified School District.*

Eric was angry and ready to fight, and this young teacher was ripe for the picking. The teacher was frightened and unsure of herself; Eric undoubtedly recognized this. She should have been prepared to send for the principal at the first sign of trouble, since she recognized Eric's ugly mood. Her warning to "please be quiet" probably came across as a pathetic plea and only served to agitate Eric and convince him that the time was right to cause more trouble.

The unfortunate outcome is that everyone loses. Eric loses his chance to complete his education, the teacher loses any chance she may have had of making headway with the class, and the rest of the students lose despite the teacher's contention that Eric's suspension had a good effect on the other boys. She refutes this herself by saying "they were sullen and uncooperative."

Had the principal been more adept at teacher assignment, the whole situation might have been avoided. It is obvious that the first-year teacher in this episode should not have been assigned to a class of overage boys with police records.

Even a master teacher with a wealth of experience and knowledge upon which to draw would have "faced a constant struggle to maintain control" in this situation. The ability to succeed with students who have a set of values completely alien to your own is the kind of skill that cannot be gained by four years in a teachers college alone but must be learned by being in the classroom—with open eyes, open ears, and most of all, an open mind.

—Michael E. Cerutti, *seventh grade teacher, Shenandoah School, St. Louis, Missouri.*

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Fair and Square

In our classroom, we have what the children seem to consider a fair and square way of being sure no one is either neglected or treated with partiality. At the beginning of the school year, I prepared cards 4½ inches square with a hole punched at top center. On each card, I mark a child's first and last initials. (If two or more children's initials are the same, I use different colored ink to distinguish one from another.) These serve as ID cards on the very first day of school.

At first, I use the cards as a get-acquainted means. As each child responds to his initials, both the other pupils and I come to know his initials and later, his name. In phonics applications, the cards are an invaluable aid, for the children soon associate the beginning sounds of their classmates' names with the initials on their cards. The cards also help in certain library skills, since we play alphabetization games in which each child holds up his card and gets into line in ABC order when I ring a hand bell. Sometimes we use first initials; sometimes, last initials. Thus the same children are not always first or last.

During lessons, when I raise questions, I shuffle the cards so no one knows who will be called on. This keeps the children alert and insures a fair share of recitation.

Whenever we play games, I use the cards to pick two team captains. After shuffling the cards I have the students whose cards are on top each name a captain. The captains then take turns drawing the remaining cards to form their teams. This discourages little cliques, and no one is left out. In other activities the cards determine who gets first turn.

On the wooden frame over the chalk board, we have several hooks on which I hang the cards for various reasons. During reading and study time, if a child talks, disturbs others, or does anything he knows he shouldn't, I hang his card on one of the hooks. Whenever he begins to work cooperatively, I remove the card.

When we use the cards this way, we call them "gentle reminders." They save a lot of wear and tear on my voice and prevent interruptions during important lessons. If the child persists in misbehaving, I leave his card on the hook and don't allow him to participate at the end of the day when we play a game or do something rewarding.

In a different part of the room above the daily study/work assignment, I have another set of hooks. If a pupil does his work perfectly for five consecutive days, I put his name on an eligible list, which means the child may do something special, such

as paint at the easel, work with educational games from the "Fun Box," or make the decision in choice of games. The child who works quietly, reminds me about something I've forgotten, remembers to bring in homework, has polite manners, and so on can get his name on this list.

Often I say I am looking for a certain type of behavior that day, without specifying *what* the behavior is. To be fair and square, I write the thing I am seeking on a slip of paper and tape it shut, to be opened at the end of the day. Exemplary behavior makes a child eligible for the "Special Privilege" hooks. When I hang his initials there, it means he may do something out of the ordinary.

I even have my own initial card, and the room helper hangs *me* on one of the reminder hooks when I've forgotten something important or made an error on the board (sometimes on purpose to see who is alert).

—June Marie Schasre, *second grade teacher, Public School 78, Buffalo.*

Book Reports for Nonreaders

With their English teachers' approval, students who have problems with reading or who are slow learners come to the library and listen to a cassette tape of a famous book. (Plenty of classics and Newbery Award winners are available.)

The student then tells the story to me, and I sign a slip naming the book and author. If teachers demand a written report, the severely handicapped student dictates the story to me or my aide. Then, after reading the written report aloud, he copies it. Presto! A book report is done, and the child has had the experiences of listening, reading, and writing. This surefire method, which never fails with nonreaders and exposes them to books and values they wouldn't otherwise meet, takes the horror out of book reports.

—Ann Rice, *developmental reading teacher and librarian, Roselle Park (New Jersey) Middle School.*

The Listening Mother

A rewarding experience that my children enjoy greatly is reading to a "Listening Mother." This woman (not necessarily a mother of one of my pupils) comes for an hour two days a week and simply listens to children read. If a reader comes to a word he does not know, his Listening Mother tells him the word.

Usually only two children read to a Listening Mother during this hour. Every time she comes, a Listening Mother listens to the same children read, providing them with an extra hour of oral reading each week on a one-to-one basis.

A Listening Mother may come over a period of two or three months or even longer. I have had as few as one Listening Mother and as many as 10. As needs require, we adjust the length of time a child reads and the number of pupils who are reading.

—Iris E. Turner, *second grade teacher, Hawthorne (Nevada) Primary School.*

Checking Geometric Figures

To save time in checking a student's drawings of geometric figures, I draw the correct figures on a piece of thin paper (the tissues that come between transparencies or spirit masters do nicely) that I can place on top of the student's work to see if our figures coincide. Students also can use my copy to check their own work.

—Cecilia Clouse, *mathematics teacher, Estes Junior High School, Owensboro, Kentucky.*

Getting To Know You

I like to start the school year by learning nice things about my incoming pupils. I explain to the children that I know little about them, so I am going to ask three different children to tell me something they especially like about each particular child. The children are pleased to hear complimentary things about themselves, and each child wants to live up to these remarks.

I have found that the practice makes a good start for a new year and gives me valuable insights as well.

—Bernice F. George, *third grade teacher, Highland Park School, Salt Lake City.*

Building Vocabulary

Here is one method I use to build my students' vocabularies: After they read a story, I give them a list of words from the story and the pages on which they appear—e.g., *intangible*, page 241. The students locate each new word and write down the part of the sentence that contains the word —e.g., "It is not possible to propel something that is intangible." Then each child guesses the meaning of the word in question and writes his answer on his paper.

When everyone has finished, I give out dictionaries at random to as many students as there are words on the list. Then we go over the sentences one by one. After several students tell what they guess the new word means, one of the students with a dictionary reads aloud the true definition and his classmates make suitable changes on their papers.

—Elizabeth R. Keefe, *teacher of tenth grade English, Hempfield Area Senior High School, Greensburg, Pennsylvania.*

CHANGE OF ADDRESS:

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LOCAL ASSOCIATION OF THE MONTH: ORLEANS EDUCATORS ASSOCIATION—TRADITION BREAKER

□ **New Orleans is a grand old city of** tradition, history, and antiquity. Yet it was only recently—in 1968—that the Orleans Educators Association (OEA) was born in the "Crescent City." During the past three years, this "baby" has somehow managed to skip the walking stage between crawl and run.

Its presence has already been felt in the political action arena. OEA played a major role in electing a former teacher to the New Orleans board of education. OEA lobbyists, who spent every day at the state capitol in Baton Rouge during the legislative session, were also credited with helping to win a $1,600 statewide pay raise for teachers.

Although New Orleans is in the Deep South, OEA received recognition last year for its work in human relations, as cited in *Jet* magazine. In a drive spearheaded by OEA's Human Relations Committee, the mayor of New Orleans, Moon Landrieu, designated January 15, 1971, as Martin Luther King Day, and the superintendent of schools authorized observance of Human Relations Week throughout the school system.

In special ceremonies connected with Human Relations Day, OEA presented copies of a book honoring Dr. King's life to both the mayor and superintendent and sent two copies to the public library. One hundred copies were given to libraries throughout the school system.

Leaders of the OEA attribute its rapid growing up to use of one formula: "To hell with tradition." Since its inception in 1968, OEA has gained a reputation throughout Louisiana as a tradition breaker.

Indeed, OEA was born of a proposition that was deemed improbable by almost everyone. During the 1968-69 school year, hoping to set an example for teacher associations throughout the state, the black Orleans unit (LEA-affiliated) and the white Orleans unit (LTA-affiliated) decided to merge. Today, it is still the only merger of black and white teacher organizations in Louisiana—including the two state associations.

"The merger is working," says Garvin Cox, immediate past president of OEA, "to the disbelief and dismay of many," he adds. Mr. Cox notes that for the first time all teachers in the city—black and white—are finding a central rallying point to further their profession, "not as black teachers or as white teachers but as just plain professional educators." Mr. Cox emphasizes that "our accomplishments have come about because of the willingness of OEA members to break established taboos."

Since the merger, OEA membership has doubled. Our newly appointed UniServ director, Robert Crowley, expects membership to double again during the current school year.

Before the merger, the New Orleans teaching profession was divided among almost as many causes as there were causes to be espoused. In addition to a vocal American Federation of Teachers unit, which still exists, there were a local association for black educators and two separate associations for white teachers.

There are two basic reasons for our surge in membership. First, the merger is working. Second, we have dumped the old tea and crumpets attitude to become a real teacher-advocate organization. OEA is now processing more teacher grievances than ever before.

The final victory in establishing OEA as *the* teacher organization in New Orleans came last April when members voted unification. Because of circumstances at the time, unification became a bridge that had to be crossed. As Cheryl Epling, OEA's new president-elect says, "It was either a United Teaching Profession or reverting back to what we had four years ago. It was the most critical decision and test of our short existence."

OEA was in a difficult position because the two state associations in Louisiana had failed to merge in 1970. Even though the white Louisiana Teachers Association (LTA) had been expelled by NEA, our organization was still affiliated with that group. OEA was also affiliated with the predominantly black Louisiana Education Association (LEA) and, through that affiliation, with NEA.

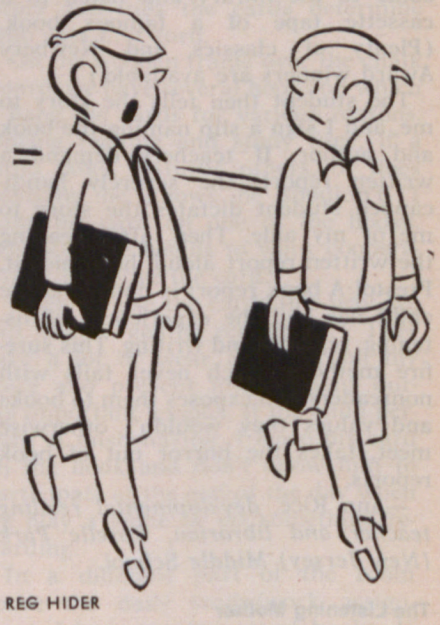
"The two state groups were competitors in every sense of the word," says Miss Epling, who chaired our unification campaign committee.

OEA leaders decided that the membership (65 percent white and 35 percent black) must vote whether to align our organization with the LTA or with the LEA and NEA. A no vote would have made us an LTA local. But, as Miss Epling explained, "The members made good on our reputation as tradition breakers. They voted to unify with LEA and the NEA."

Today OEA is on the move. UniServ director Crowley works full time for our association, permitting us to fight more effectively for teacher rights.

The unification vote has brought us additional strong support from the LEA—and the NEA. This fall, our association unveiled a program package unparalleled in the history of New Orleans teachers' organizations. Thanks to all the help we've been getting and a courageous membership that isn't afraid to break with tradition when necessary, we believe that OEA is in an unbeatable position.

—Leon Felix, *president, Orleans Educators Association, New Orleans.*



REG HIDER

"School sure cuts into my prime time."

YOUR HEALTH: FACTS ABOUT NUTRITION

□ **The foods you eat are more important** to your health than the facts you know about nutrition. What you know may — or may not — influence what you eat, but what you eat does influence how you feel and what you can do.

It is easy to "know" more about nutrition than you understand or care to know. Here, however, are some answers to frequently asked questions on the subject that may be helpful. Because it is difficult to answer a specific question without setting it in context of related fact, the answers are seldom brief:

Has it been proved that eating several small meals is either more or less weight-reducing than three regular meals?

No, if the calorie value of the total day's food intake is the same. The number of meals and snacks into which a day's food and calorie allowance is divided is largely a matter of preference, satisfaction, and convenience. Cutting the number of meals below three, however, is usually self-defeating. If you get too hungry, you will overeat. Also, if you feel virtuous about skipping a meal or two, you are likely to overeat sometime later on.

Are fatness and thinness affected by factors other than calories consumed and bodily activity?

A qualified "yes" to this. A person's body build, such as "squareness" and "longness," is inherited. Moreover, to some extent the amount of energy a person needs for metabolic processes —the work of the heart, lungs, and other organs, and the maintenance of muscle tone—is also inherited. Unfortunately, many people, both fat and thin, exaggerate or distort this fact as a means of disclaiming personal responsibility for healthful weight control.

Why are "crash diets" for reducing frowned upon?

First, such diets are usually nutritionally poor; second, they do nothing to correct the person's basic habit of overeating. After suffering through a crash diet, most people just gain weight again. It is much easier to take off pounds than it is to keep them off.

Is it really better to stay a bit overweight than to let one's weight go up and down like a Yo-Yo?

The answer to this depends in part on what is meant by "a bit overweight." Five, 25, or 40 pounds? Five, 10, or 20 percent above the usual standards of weight for height?

In one strain of obese, diabetic mice, it was shown that repeated weight gain and weight loss led to shorter life than maintenance of an obese weight. But maintenance at the reduced weight significantly increased life-span. In human subjects, consideration should probably be given to the psychological aspects of off-again, on-again successes and failures and their impact on total behavior and self-image.

Does cutting down on salt make it easier for a person to lose weight?

Salt has no influence on the "burning" of food or body fat for energy. Retention of fluid by the tissues, however, is less likely to occur if the intake of salt is low. Americans salt their food much more than do people in many other countries.

How do I know if I am getting enough calories?

Your weight is a good guide to whether you are getting enough calories. An adult should eat enough to maintain the weight most desirable for him. Usually your weight at 25 to 30 years of age is considered your desirable weight for the rest of your life. If you now weigh more than this amount, you probably are getting too many calories. If your weight is below this standard, you may need more calories. Children and teenagers, who are still growing, need enough food to permit normal gains in weight.

Should parents be concerned if their children are overweight?

Definitely. They are responsible for a child's food habits and overweight during infancy, preschool, and the early school years. Parents must be aware that feeding is linked with many social and emotional values and avoid overfeeding a child. An overweight child is more likely to become an overweight adult than is the child who is not overweight.

Are vitamin and mineral supplements a good idea for most people? For older people?

A well-chosen, varied diet can supply adequate amounts of all the necessary vitamins and minerals. A person on a diet low in calories or limited in variety (as some older persons require) or for rehabilitation after illness may benefit from supplementation. This should be prescribed by the physician.

Why is variety always stressed when talking about an adequate diet?

No one food can supply all the nutrients needed or in the right amounts, nor is any one food essential. Nutrients (proteins, carbohydrates, fats, vitamins, and minerals) are essential, and they are found in many different kinds of foods. Some occur in milk and other dairy products; some in meat, fish, and poultry; others occur in breads and cereals, and in leafy green and yellow vegetables and citrus fruits, as well as in other vegetables and fruits.

What is the Zen macrobiotic diet system that is so popular with many young people today?

First of all, this is a dangerous diet system. (Zen means "meditation," and macrobiotic denotes "long life.") It originated with a Japanese philosopher, Ohsawa, who taught that the two antagonistic but complementary forces in the universe—Yin and Yang —must be balanced for health and happiness.

In Ohsawa's regimen, cereals (notably brown rice) are at the heart of the diet. They are supplemented by very small amounts of other foods which may be Yin or Yang—for example, vegetables, and occasionally fish, meat, dairy products, or fruits. As the student of macrobiotic philosophy advances in his learning, he chooses progressively more severe diets, until eventually he subsists only on brown rice, which results in serious deficiency diseases. The diet advocates a restriction of fluids as much as possible, and serious kidney malfunction may result from this practice. False claims are also made that the diet can cure such diseases as cancer, epilepsy, and syphilis.

Is there any scientific basis for eating organically grown foods—those

This article was obtained with the assistance of the Home Economics Education Association, an NEA national affiliate.

grown without chemical fertilizers or pesticides and processed without chemical additives or preservatives of any type?

No. There is no sound, scientific evidence to demonstrate that such foods have nutritive values or health factors superior to foods produced by customary practices. Also, such foods are frequently a very expensive source of nutrients which are readily available in ordinary foods that cost much less.

Why do shellfish have a high cholesterol content when they are not high in fat?

There is no consistent relationship between the cholesterol and the fat content of foods.

If canned tuna fish is for sale, can one assume that it is safe? Are tests for mercury still being made?

Yes, to both questions. The Food and Drug Administration has greatly increased its monitoring and testing of the catches, so the product that reaches the market is safe.

Is it true that polyunsaturated oils become saturated when they are heated?

No, but they may become less unsaturated. Heating or cooking polyunsaturated oils at moderate temperatures does not significantly affect their nutritional value. High temperatures and long heating that will affect nutritional value also produce an unpalatable product.

What is the latest information on the relationship between cholesterol and heart attacks?

An elevated level of lipids, including cholesterol, in the blood is considered one of the major risk factors in the development of CHD (coronary heart disease). Other major risk factors are high blood pressure and cigarette smoking. Still other risk factors include obesity, sedentary living, psychosocial tensions, and heredity.

Is there anything the average adult can or should do about his diet to reduce his risk of having a heart attack or coronary heart disease?

Yes. The following steps are useful:

- Be determined to avoid becoming overweight. If you are overweight, plan to reduce immediately under the supervision of a physician.
- Eat a variety of foods and be conservative about the amount of fat you eat—including the noticeable fat on meat and the fat you use in cooking, on bread and vegetables, on salads, and in snacks and rich, sweet deserts.
- Do not avoid fats altogether. Use one or two tablespoons of vegetable oils every day to provide some of the essential fatty acid, linoleic, that the body cannot synthesize but must have supplied ready-made from certain foods. (Olive and coconut oils do not contain linoleic.)

—Ruth M. Leverton, *science adviser, Agricultural Research Service, U.S. Department of Agriculture, Washington, D.C.*

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for More Unfinished Stories for Use in the Classroom. *Stock No. 381-11976.*

What Should Harold Do?

Each morning Harold's teacher asked for volunteers to lead the flag salute, and every morning there were many pupils who wanted to do so. Harold noticed, though, that Brandon never raised his hand, nor did he salute the flag with the rest of the class. Harold began to wonder why.

One afternoon while the boys were outside on the playground, Harold walked over to Brandon. "Why don't you salute the flag?" he asked. "Maybe you don't love your country. Is that it?"

"Of course I love my country!" Brandon replied, walking away.

"Well, why don't you salute the flag then?" Harold persisted.

"That's my business," Brandon answered, giving the ball a kick and running after it.

The next morning Mrs. Rich asked for volunteers to lead the salute. Harold raised his hand, but when Mrs. Rich motioned him to the front of the room, he said, "I think Brandon should take a turn. He never leads the salute."

All the children turned to look at Brandon, but Mrs. Rich didn't even glance in his direction. Instead she answered, "You raised your hand, Harold, so you may lead the class in the salute today."

After school Mrs. Rich asked Harold to stay for a moment. "I want to tell you something about Brandon," she said. "His father was killed in Viet Nam just before he came to our school. I've talked with his mother, and she says he always saluted the flag before, but now he tells her he doesn't want to. So, I don't think we should say anything more about it," Mrs. Rich added.

On the way home Harold felt sorry that he'd put Brandon on the spot. But it was too late to do anything about it—or was it?

What should Harold do?

—Raymond F. Ensher, *teacher of language arts and social science, North Fork (California) Union School.*

Thoughts To Think Aloud:

1. Since the flag is a symbol of our country, do you think all students should salute it regardless of how they feel personally or whether the law requires them to salute it? [Note to teacher: In many states or school districts, law or practice requires public school students to salute the flag daily. A 1943 decision of the U.S. Supreme Court has been interpreted to mean at least that these laws cannot be enforced against students whose religious beliefs prohibit such practices. In addition, a recent decision in one state has invalidated a mandatory state flag salute law in its entirety on the broader grounds that it abridges free speech as well as interferes with the exercise of religion.]
2. Why do you think Brandon didn't want to salute the flag?
3. Would you describe Harold's behavior as (a) patriotic; (b) hateful; (c) nosey? Why?
4. How can Harold make it up to Brandon? Explain.

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries were gathered from various sources, as indicated.

What causes pupils to cheat on tests?

The one thing most likely to cause a child to cheat on a test is his belief that he will not do well on the test. Other factors that encourage cheating are telling the child the test is very important or giving him an opportunity to cheat.

These are the major findings from a study of fifth and sixth graders conducted by Frank T. Vitro of the University of Maine. The study was based on the hypothesis that cheating behavior could best be explained in terms of some of the specific conditions present during testing situations rather than on the basis of internal "moral" attributes or character traits of the individual.

Other main findings of the study were: (a) There was no difference in the amount of cheating by boys and girls. (b) Even when the opportunity to cheat was limited, a significant amount of cheating still took place if the children were told they had little chance of scoring high on the test. (c) Even when the children were told the test was not important, a significant amount of cheating still went on if the children were told they would probably do poorly on a particular test.

According to Dr. Vitro, "One possible conclusion to be drawn from the study is that kids are extremely sensitive to the conditions which inform them of the likelihood of good or poor performance on tests and quizzes, and it is clear that educators play a large role in creating these various conditions."

He suggests that teachers and parents could lessen the widespread practice of cheating on tests by helping to reduce some of the pupil apprehension and anxiety usually associated with tests.

What are the latest trends in drug abuse by students?

A study of junior and senior high school students in San Mateo County, California, showed steady and large increases in marijuana use in 1968 and 1969, but the increase in 1970 was much smaller—a 7.9 percent increase for boys between 1968 and 1969 to 1.6 percent from 1969 to 1970.

One researcher in Hahnemann Medical College in Philadelphia noted in his study of 500 young drug abusers that "most young users of psychedelics seem to pass through the drug scene and come out on the other side in about a year."

—Drug Abuse Prevention News for Teachers, *Volume II, 1971.*

Do pictures in primers help children learn to read?

Not according to S. Jay Samuels, associate professor, University of Minnesota. He says that reading research indicates a child may learn to read better with a pictureless book because illustrations tend to distract his attention from the printed word. When a picture gives the child the meaning, he does not bother to learn the actual word.

When children are taught individual words printed on separate cards, they give significantly more correct responses than they do when an accompanying picture is used, says Dr. Samuels. He adds that the difference is even more marked when the pupil is a poor reader.

Dr. Samuels does *not* advocate removing all illustrations from beginning readers. He says we still need to find out "how pictures affect children's attitudes about reading." He does suggest that pictures be placed on separate pages away from any print or that a story be illustrated by large colorful pictures held up by the teacher.

—Education U.S.A. *March 15, 1971.*

NEA Special Services

In-Hospital Income Plan

☐ The NEA Special Services Committee announced two significant improvements in NEA's In-Hospital Income Plan—a reduction in rates and an extension in coverage. Both improvements went into effect on October 1.

Rates for participation in the Plan are now approximately 14 percent less, and coverage extends to all preexisting conditions after 24 months of participation in the Plan, whether or not medical care has been received or recommended during that time.

This latter improvement is a tremendous advantage for those who have been seriously ill or injured and who still need care. They can now have unrestricted coverage simply by renewing this insurance for two years.

Here are some of this Plan's important features:

- *$20, $40, $60* per day benefits are available for each day the insured is hospitalized as an inpatient. A participant's spouse is eligible for the same amount of coverage; children for one-half the amount.
- Benefits are doubled for cancer and for intensive care.

(Cancer is a dread disease and most expensive to treat. The Plan provides extra funds needed for cure by doubling benefits if hospitalized for cancer before age 65. The cost of intensive care confinement is also staggering—at least twice the normal hospital charges. The NEA Plan doubles benefits for intensive care confinement for up to seven days per hospitalization.)

- The NEA Plan provides additional benefits for nursing home confinement that is not normally covered by insurance plans. It pays 50 percent of the benefit schedule for a maximum of 30 days confinement to such a facility immediately following hospitalization.
- A special experience rating agreement with the underwriting insurance companies, which limits profits to 2 percent, keeps the cost of the Plan down. This feature has already made possible the two improvements described above. Others are anticipated as enrollment grows and experience mounts.

For more information, contact: NEA Special Services Division, 1156 15th St., N.W., Washington, DC 20005. ☐

BOOKSHELF

1970 Children's Books of International Interest

These books, selected by the Children's Services Division Subcommittee, American Library Association, represent the work of authors and illustrators who have made a genuine contribution to literature for children and young people.

The variety of fiction and nonfiction in the list reflects current interests among American children and, it is hoped, those of their contemporaries in other countries.

Teachers wishing to obtain another copy (one free copy) of this book list may do so by writing the Children's Services Division, American Library Association, 50 East Huron Street, Chicago 60611.

PICTURE BOOKS

Some of the Days of Everett Anderson. Lucille Clifton. Illus. by Evaline Ness. Episodes in verse show Everett as a typical boy and as a black boy in this story illustrated by a former Caldecott Award winner. Holt. 32 pp. $3.95. Ages 5-8.

The Erie Canal. Illus. by Peter Spier. Colorful, minutely detailed drawings vividly portray life on and along the New York State Erie Canal in the early 1850's. Doubleday. 34 pp. $4.50. All ages.

A Bargain for Frances. Russell Hoban. Illus. by Lillian Hoban. Frances, an engaging badger, makes an unfortunate bargain and loses a friend in this controlled-vocabulary reader. Harper. 63 pp. $2.50. Ages 4-8.

Clocks and More Clocks. Pat Hutchins. Illus. by author. This whimsically written short story describes the activities of a scrupulous clock watcher and his determination to synchronize all of his clocks. Macmillan. 32 pp. $4.95. Ages 5-8.

Maxie. Mildred Kantrowitz. Illus. by Emily A. McCully. The lonely life of an aged city dweller takes on new meaning when she suddenly fails to appear one morning and her neighbors, who depend on her routine to regulate their lives, come to tell her how much they need her. Parents. 33 pp. $3.50. Ages 4-9.

Whose Mouse Are You? Robert Kraus. Illus. by Jose Aruego. A simple text and warm pictures characterize this book about a mouse who rescues his family from its perils and gets his wish for a brother. Macmillan. 36 pp. $4.95. Ages 3-5.

Fish Is Fish. Leo Lionni. Illus. by author. Double-page, color pictures of underwater scenes highlight a story in which a fish learns that he cannot leave the pond to see the wonderful world described by his friend, the frog. Pantheon. 31 pp. $3.95. Ages 5-7.

The Seamstress of Salzburg. Anita Lobel. Illus. by author. This outstanding and well-detailed picture book shows the vanity and rivalry of women over their clothes. Harper. 49 pp. $4.50. Ages 5-9.

Frog and Toad Are Friends. Arnold Lobel. Illus. by author. The endearing amphibian heroes make this book a Caldecott Honor Book for 1970. Harper. 64 pp. $2.50. Ages 4-8.

The Way of an Ant. Kazue Mizumura. Illus. by author. Poetic language and harmonizing pictures describe the journey of an ant across the landmarks of his world. Crowell. $3.95. Ages 5-8.

The Drinking Gourd. F. N. Monjo. Illus. by Fred Brenner. The book is a fictionalized account at the beginning reader level of a serious episode in U.S. history, involving the Underground Railroad. Harper. 62 pp. $2.50. Ages 6-8.

The Girl and the Goatherd: Or, This and That and Thus and So. Evaline Ness. Illus. by author. Folktale flavor enhances the story of a girl, transformed from ugliness to beauty, who finds that the latter does not necessarily bring happiness. Dutton. 32 pp. $4.25. Ages 5-8.

Tell Me a Mitzi. Lore Segal. Illus. by Harriet Pincus. The book tells three droll but believable stories of urban Jewish childhood. Farrar. 40 pp. $4.95. Ages 5-9.

In the Night Kitchen. Maurice Sendak. Illus. by author. This world-acclaimed author-artist describes a child's fantasy of an adventure in a baker's night kitchen. Harper. Unpaged. $4.95. Ages 5-7.

Gladys Told Me To Meet Her Here. Marjorie Sharmat. Illus. by Edward Frascino. Here is a delightful glimpse into the friendship of two small children, a universal problem, and a universal solution. Harper. 32 pp. $3.95. Ages 5-7.

The Beaver Pond. Alvin R. Tresselt. Illus. by Roger Duvoisin. This author-artist team turns their attention to the current interest in ecological balance in this poetically written book. Lothrop. 32 pp. $4.50. Ages 5-9.

FICTION

The Marvelous Misadventures of Sebastian: Grand Extravaganza, Including a Performance by the Entire Cast of the Gallimaufry-Theatricus. Lloyd Alexander. The book, which received the 1970 National Book Award for Children's Literature, is a romantic tale about a fiddle player woven against a colorful medieval background of tyranny and derring-do. Dutton. 204 pp. $5.95. Ages 10-12.

Kneeknock Rise. Natalie Babbitt. Illus. by author. This 1970 Newbery Honor Book and Notable ALA Children's Book combines gentle humor, clear prose, and warm folk feeling to create a quaint fantasy about Egan's quest for the truth. Farrar. 96 pp. $3.95. Ages 9-12.

Are You There, God? It's Me, Margaret. Judy Blume. The book tells of a preteen girl's preoccupation with physical development, social life, boys, and religion. Bradbury. 149 pp. $4.50. Ages 10-12.

Summer of the Swans. Betsy Byars. Illus. by Ted CoConis. This Newbery Award winner for the most distinguished children's book of 1970 is about a 14-year-old girl whose concern for a retarded younger brother helps her see her own adolescent problems in perspective. Viking. 142 pp. $3.95. Ages 10-14.

Runaway Ralph. Beverly Cleary. Illus. by Louis Darling. The adventurous cycling mouse from *The Mouse and the Motorcycle* finds a summer camp the perfect place for delightfully funny episodes with hamsters, cats, and campers. Morrow. 175 pp. $3.95. Ages 7-9.

Grover. Vera and Bill Cleaver. Illus. by Frederic Marvin. After his mother's suicide, a 10-year-old tries to bring his life back into focus and to aid his father. Lippincott. 125 pp. $3.50. Ages 10-12.

A Horse Came Running. Meindert DeJong. Illus. by Paul Sagsoorian. This action-packed story tells about a boy's intense feelings for horses and his terrifying experience with a tornado. Macmillan. 147 pp. $4.95. Ages 10-12.

Enchantress from the Stars. Sylvia Louise Engdahl. Illus. by Rodney Shackell. This is an engrossing and thought-provoking science fiction book. Atheneum. 375 pp. $5.95. Ages 12-16.

Zamani Goes to Market. Muriel L. Feelings. Illus. by Tom Feelings. This quiet story describes an African boy's first day at market. Seabury. 44 pp. $3.95. Ages 6-9.

Leo the Lioness. Constance C. Greene. A 13-year-old girl gets through a difficult

summer because of her conviction that she is a forceful, steadfast individual—an opinion she picked up from reading about her astrological sign. Viking. 118 pp. $3.95. Ages 12-14.

Cayuse Courage. Evelyn Sibley Lampman. A Cayuse Indian whose dreams of becoming a warrior are destroyed when his arm is amputated tells the story of the Whitman Massacre of 1847. Harcourt. 192 pp. $4.50. Ages 10-12.

Sing Down the Moon. Scott O'Dell. A 1970 Newbery Honor Book, this story of a Navaho girl of the 1860's evokes sympathy for her people and for the steadfastness of purpose which carries her through a period of great trial. Houghton. 137 pp. $3.75. Ages 11-14.

Henry Reed's Big Show. Keith Robertson. Illus. by Robert McCloskey. A familiar book character becomes involved in the contemporary scene by taking part in activities, such as an antipollution protest march and a rock festival. Viking. 206 pp. $4.50. Ages 10-12.

The Trumpet of the Swan. E. B. White. Illus. by Edward Frascino. Mr. White creates a witty and captivating fantasy about a trumpeter swan without a voice who learns to read and write and play a trumpet. Harper. 210 pp. $4.50. Ages 9-11.

FOLKLORE

Sweet Betsy from Pike. Roz Abisch and Boche Kaplan. Illus. by authors. This charming bit of Americana is a picture-book version of a pioneer ballad. McCall. 48 pp. $4.95. Ages 4-8.

Summer's Coming In. Natalia Belting. Illus. by Adrienne Adams. Seasonal lore of Restoration England celebrates the months of April and May. Holt. 48 pp. $5.50. Ages 5-9.

Sundiata: The Epic of the Lion King. Retold by Roland Bertol. Illus. by Gregorio Prestopino. Stately Biblical cadences retell this splendid allegory of kindness triumphing over wickedness in 13th-century Africa. Crowell. 81 pp. $3.95. Ages 10-14.

People of the Short Blue Corn: Tales and Legends of the Hopi Indians. Harold Courlander. Illus. by Enrico Arno. These 17 legends, gathered directly from Hopi storytellers, tell of Hopi traditions, values, and customs. Harcourt. 189 pp. $4.95. Ages 10-12.

A Story, A Story: An African Tale. Retold by Gail E. Haley. Illus. by author. The 1970 Caldecott Award winner is a lyrically written piece of folklore about a spider. Atheneum. 36 pp. $5.95. Ages 5-8.

Bantu Tales. Virginia Holladay. Illus. by Rocco Negri. This collection wryly depicts the wisdom and values of earlier generations of some Bantu tribes. Viking. 96 pp. $3.95. Ages 10-up.

The Angry Moon. William Sleator. Illus. by Blair Lent. This 1970 Caldecott Honor Book tells of an Alaskan Indian boy's rescue of his friend who is a prisoner of the moon. Little. 45 pp. $4.95. Ages 5-8.

Awake and Dreaming. Harve Zemach. Illus. by Margot Zemach. Based on a Tuscan legend, this is a story of a young man's agreement with the King of the Land of Dreams. Farrar. Unpaged. $4.95. Ages 6-9.

NONFICTION

The Wild Young Desert. Ann Atwood. Photographs. The rich, textured color photography and evocative text provide an aesthetic experience. Scribner. 32 pp. $4.95. Ages 10-up.

The Bison, The Great American Buffalo. Lorence F. Bjorklund. Illus. by author. Ecological interest marks this account of the buffalo and its importance in U.S. history. World. 63 pp. $5.95. Ages 10-14.

A Snake-Lover's Diary. Barbara Brenner. Photographs. A boy's diary provides a fund of information on the characteristics, habits, care, and feeding of snakes and turtles. Scott. 90 pp. $4.25. Ages 9-11.

Circle of Seasons. Ann Nolan Clark. Illus. by W. T. Mars. In simple, almost Biblical prose rhythms, Miss Clark traces the pattern of a Pueblo year. Farrar. 113 pp. $3.95. Ages 11-14.

Gerbils. Arnold Dobrin. Illus. by author. Teachers will welcome this illustrated handbook for owners of these pets because of its suggestions for classroom use. Lothrop. 63 pp. $3.75. Ages 9-12.

From Many Lands. Alberta Eiseman. Photographs. A perceptive history of immigration to the United States between 1820 and 1920 acknowledges the contributions of foreign-born citizens. Atheneum. 224 pp. $6.75. Ages 13-up.

Drawing Book of Animals. Ed Emberley. Illus. by author. A former Caldecott Award artist demonstrates how to draw humorous and imaginative animals. Little. 32 pp. $2.95. Ages 7-11.

Jeanne d'Arc. Aileen Fisher. Illus. by Ati Forberg. Handsome drawings vividly accent this short biography, which catches the Maid's spirit and the atmosphere of the times with dignity and perception. Crowell. 52 pp. $4.50. Ages 9-12.

The Art of Colonial America. Shirley Glubok. Designed by Gerald Nook. Reproductions of various art forms give a clear picture of some aspects of colonial life. Macmillan. 48 pp. $5.95. Ages 9-12.

Red Hawk's Account of Custer's Last Battle: The Battle of Little Big Horn. Paul and Dorothy Goble. Illus. by authors. A fictitious 15-year-old boy tells the story of the tragic battle of June 25, 1876. Pantheon. 59 pp. $4.50. Ages 10-12.

What You Should Know About Drugs. Charles W. Gorodetzky and Samuel T. Christian. Photographs. The book discusses the characteristics, dangers, and problems of drug abuse. Harcourt. 121 pp. $4.95. Ages 10-14.

Every Man Heart Lay Down. Lorenz Graham. Illus. by Colleen Browning. The storyteller relates the birth of Jesus in the rhythmic cadences of African speech. Crowell. 48 pp. $3.75. Ages 6-10.

Dwellers of the Tundra: Life in an Alaskan Eskimo Village. Aylette Jenness. Photographs by Jonathan Jenness. This book focuses on the problems created by the intrusion of one culture upon another. Crowell-Collier. 112 pp. $5.95. Ages 11-14.

Who Discovered America? Settlers and Explorers of the New World Before the Time of Columbus. Patricia Lauber. Maps, photographs, and reproductions. The book challenges popular ideas concerning the subject with a detailed study of discoveries and rediscoveries of events dating back 25,000 years. Random. 128 pp. $4.95. Ages 11-14.

Return to Hiroshima. Betty Jean Lifton. Photographs by Eikoh Hosoe. An eloquent plea for world peace echoes through this documentary of the aftermath of modern warfare. Atheneum. 91 pp. $5.95. Ages 12-15.

Jonah and the Lord. George Macbeth. Illus. by Margaret Gordon. Humor without disrespect for tradition characterizes this version of a favorite Bible story. Holt. 32 pp. $3.95. Ages 6-9.

Mary, Come Running. Jean Merrill.

Illus. by author and Ronni Solbert. Based on a Spanish carol for which words and music are given, this unusual version of the Nativity story provides a fresh look at an ageless miracle. McCall. Unpaged. $4.95. Ages 6-10.

The Bronze Zoo. Shay Rieger. Photographs. This unusual introduction to sculpture shows the making of animal figures from sketches to casting in bronze. Scribner. 48 pp. $3.95. Ages 9-up.

Goblin Market. Christina Rossetti. Adapted and illus. by Ellen Raskin. The artist's eerie creatures and rhythmic backgrounds deepen the meaning of Christina Rossetti's hypnotically melodic poem. Dutton. 32 pp. $4.95. Ages 7-12.

The Moon Explorers. Tony Simon. Illus. by Lloyd Birmingham. The book dramatically describes the story of Apollo 11 and the moon landing on July 20, 1969. Four Winds. 126 pp. $4.95. Ages 9-12.

Mike's Toads. Mary Q. Steele. Illus. by Glen Rounds. When an extroverted sixth grader commits his brother to taking care of seven toads, his generosity backfires and he becomes a toadsitter himself. World. 93 pp. $3.95. Ages 10-12.

Sea and Earth: The Life of Rachel Carson. Philip Sterling. Photographs. The 1970 Christopher Award winner is a biography of the author of *Silent Spring*. Crowell. 213 pp. $4.50. Ages 12-14.

Famous American Women. Hope Stoddard. Portraits. This is a useful collection of 42 sketches of nineteenth and twentieth century women prominent in medicine, sports, the arts, and many other fields. Crowell. 461 pp. $7.50. Ages 13-up.

Your World: Your Survival. Matt Warner. Edited by Sarah R. Riedman. Photographs. The book discusses the importance of conservation. Abelard. 128 pp. $4.25. Ages 10-13.

Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families. Sandra Weiner. Photographs. Seven autobiographical accounts of Chicano migrant workers provide insight into a sector of American life that is infrequently depicted in literature. Pantheon. 57 pp. $3.95. Ages 10-up.

Collage and Construction. Harvey Weiss. Photographs. This practical manual encourages appreciation and judgment as well as skills. Scott. 63 pp. $3.95. Ages 6-up.

Life and Death. Herbert S. Zimm and Sonia Bleeker. Illus. by Rene Martin. The book presents a straightforward, dispassionate account of life and death. Morrow. 73 pp. $3.50. Ages 9-11. □

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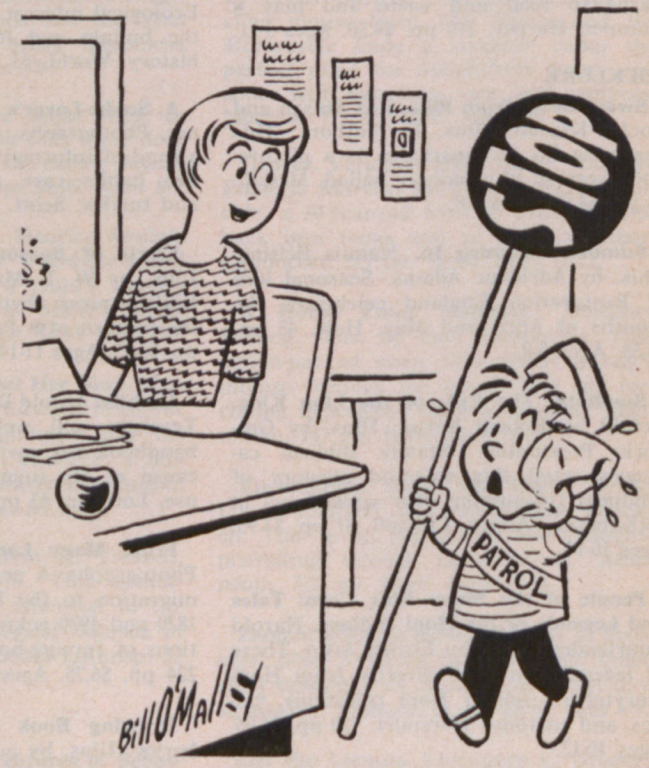

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DRUG . . . (*Continued from page* 50)

his students think and feel about drug use may take him by surprise.

What is the responsibility of a teacher who discovers that a student is using drugs?

The teacher must decide for himself what he gives top priority to—society (the community), the school, or the student. It is my belief that the teacher is primarily responsible for the welfare of his students. Therefore, his course of action will depend upon the individual student, the student's past and present behavior, and the drug(s) involved.

There should be no hard-and-fast rules requiring a teacher to immediately report such a student to the principal, school social worker, or psychologist—or even to the parents. Students will be more inclined to confide in a teacher who is able to evaluate a situation in a concerned, objective manner and is genuinely willing to help a student arrive at a satisfactory course of action, with reasonable confidentiality.

I would encourage the teacher to discuss his feelings and observations with the student. He must acknowledge and openly assess his own limitations in coping with the problem, exploring alternatives with the student. To this end, it is helpful if teachers have information concerning community resources that are available for a variety of problems.

At the same time, the teacher must not hesitate to report a student if, as far as he can determine, the student's actions are imminently self-destructive. If the teacher is confused about the situation or his role, he should consult with some competent person who will provide complete confidentiality.

The ultimate responsibility of the teacher is to educate his students in the best possible manner. In an effective drug education program, the focus should be primarily on human behavior and secondarily on factual information. This approach will encourage more flexible and creative solutions to the problems that young people will encounter in many areas of living. □

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AFTER ALL

After reading The National Education Association and the Black Teacher: The Integration of a Professional Organization *(published by the University of Miami Press in 1971),* Journal *editors invited the author,* **Michael John Schultz, Jr.,** *to use this month's "After All" page to discuss NEA and integration.*

Dr. Schultz teaches American history at Gateway High School, Monroeville, Pennsylvania. His statement:

The National Education Association has done more than any other large, influential American organization to clean up its own house on the issue of integration. This is one of the major conclusions in my book, which was an outgrowth of my doctoral research at the University of Pittsburgh.

Prior to beginning my research, I was not active in NEA, but I am now deeply involved in all levels of Association work because I recognize the value of an organization that takes and has taken positive positions on relevant issues confronting American society. I particularly respect the NEA because many of its members took an unpopular stand a decade ago, which placed their jobs in jeopardy but which brought the Association into a new era of teacher rights, of teacher welfare, and of teacher responsibility.

Not too many years ago, the NEA was an organization dominated by rural interests which clung to an agrarian philosophy. T. M. Stinnett, formerly NEA's assistant executive secretary for professional development and welfare, claimed that during the 1950's the NEA operated for the most part at the same pace it had in previous decades, even though the world was changing at a rapid pace.

During the late 50's and early 60's, however, a quiet but brutal struggle was occurring within the organization. The conflict centered around the Representative Assembly's fight to accept the 1954 Supreme Court decision on school desegregation and the Assembly's battle to eliminate discrimination within NEA.

From 1954 to 1961, a handful of delegates fought valiantly in the Representative Assembly to achieve NEA acceptance of the 1954 Supreme Court ruling in *Brown vs. the Board of Education.* Shamefully, the majority of delegates failed to accept the full implications of this historic decision. Finally, in 1961, the Representative Assembly endorsed the Court's edict. Still left to be resolved, however, was a more touchy issue: what to do about the separate black and white NEA affiliates which still existed in 11 Southern states.

In December 1961, the loss of the New York City teachers to the American Federation of Teachers in a bargaining election made the NEA painfully aware of the educational problems in the major urban areas. The union skillfully exploited segregation in the NEA by pointing to the existence of dual affiliates in the Southern states.

This AFT victory lent additional strength to those NEA members who were advocating positive change in the Association. At the 1964 NEA convention, the National Committee of Educators for Human Rights (NCEHR) spearheaded the drive to eliminate dual affiliates. Only a small fraction of the 6,000 delegates belonged to NCEHR, but the group was far more powerful than its size would indicate.

The Committee was composed of a new breed of teachers who wanted to bring about equality within the Association. Aggressive and dynamic, they organized themselves to bring about institutional change. The passage of NCEHR's resolution stipulating that all restrictive membership requirements end by July 1, 1966, marked the beginning of the end of the dual affiliates.

Since that time, nine states have merged their dual affiliates with the assistance of the Compliance Committee of the NEA. Provisions have been written into the later merger agreements which guarantee minority representation and minority rights.

The white affiliates of Mississippi and Louisiana chose not to comply with the Representative Assembly's edict; therefore, the Association has disaffiliated them.

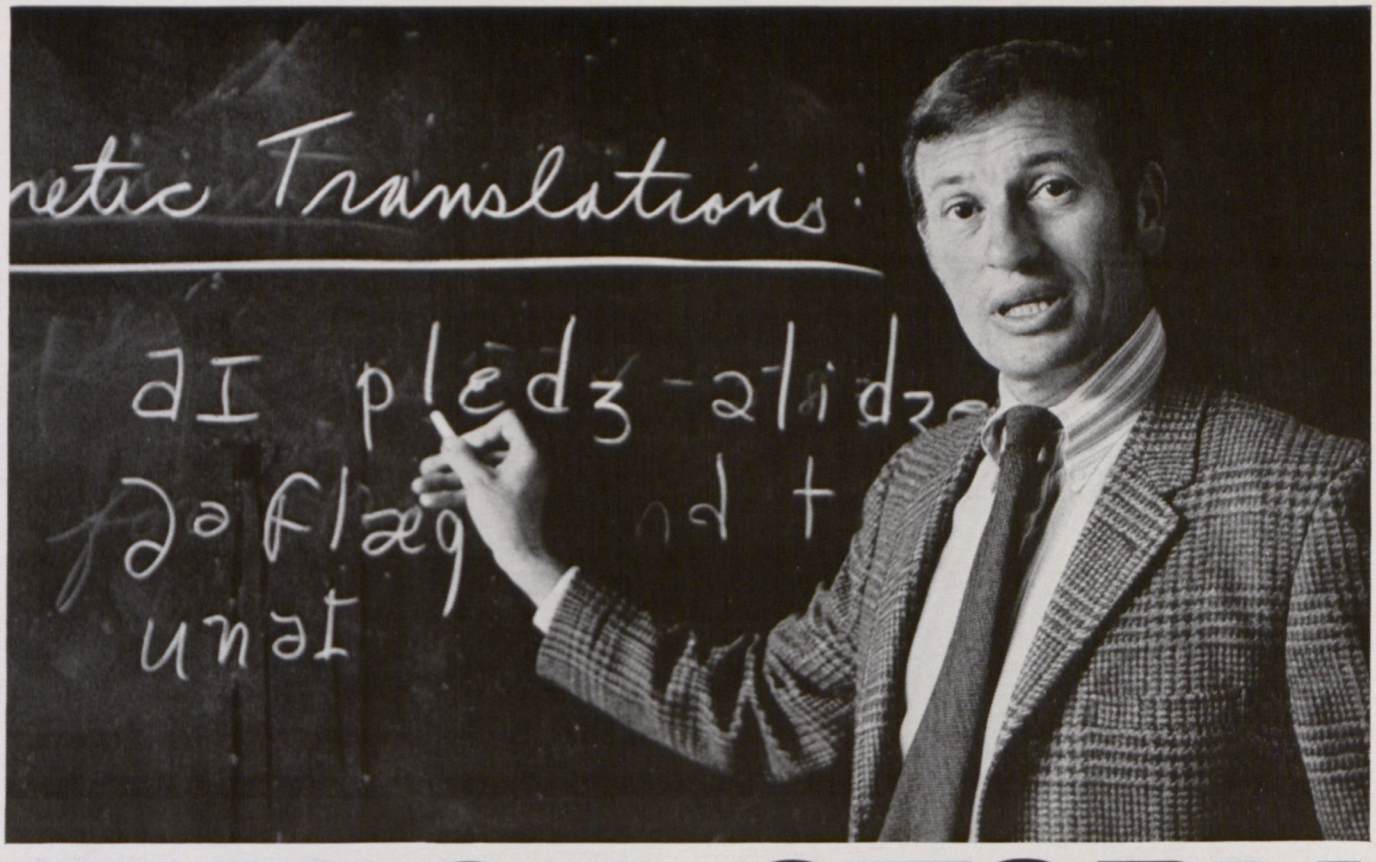
I contend that all teachers should be very proud of their NEA membership because NEA is a leader in integration activities. The Association has a civil rights record which no other major organization in this country can match.

It elected Elizabeth Duncan Koontz, a black woman, as NEA president; two of the 10 members of the NEA's Executive Committee are black Americans as are nearly 20 percent of the members of the NEA Board of Directors. Approximately 12 percent of the delegates to the NEA Constitutional Convention held last August also came from ethnic-minority groups, and Con Con has continued the civil rights thrust of the Association by proposing sweeping guarantees to ethnic minorities that would continue leadership of the National Education Association in this area.

NEA's DuShane Fund has assisted black educators who have been displaced by school integration. The NEA has been the only major professional organization which has gone to the courts in an effort to defend black teachers, and many significant court decisions have resulted—decisions which are landmarks for teacher rights.

Since 1961, *Today's Education* has presented a large number and a wide range of articles dealing with black education and its concomitant areas. These articles have done more than reveal the Association's commitment to civil rights: They have improved readers' knowledge in this vital aspect of American education.

No other organization of comparable size or prestige has made such a concerted effort to change. And in the process, the NEA has established the machinery for the continuation of minority rights, presenting its members with a twofold challenge: to maintain a constant vigilance on civil rights progress at all levels of the Association and to effect more equitable rights for all members of ethnic minorities within the Association. □



THROB STORY

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By Jim Morgan as told to Joel Harrison.

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When I told some of the other teachers how the legs felt during a lunch break one day, a few of them blurted out the same thing.

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Naturally, I picked up a pair and tried them.

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